

Point of View

By Robert N. Sallod

THIS PAST DECADE IN ACADEMIA has seen widespread controversy over curricular reform. We have explored many of the deeply rooted, core assumptions that have guided past decisions about which subjects should be emphasized in the curriculum and how they should be approached. Yet I have found myself repeatedly disappointed by the lack of significant discussion concerning the place of religion and spirituality in colleges' curricula and in the lives of educated persons.

I do not mean to suggest that universities should indoctrinate students with specific viewpoints or approaches to life; that is not their proper function. But American universities now largely ignore religion and spirituality, rather than considering what aspects of religious and spiritual teachings should enter the curriculum and how those subjects should be taught. The curricula that most undergraduates study do little to rectify the fact that many Americans are ignorant of religious and spiritual teachings, of their significance in the history of this and other civilizations, and of their significance in contemporary society. Omitting this major facet of human experience and thought contributes to a continuing shallowness and imbalance in much of university life today.

Let us take the current discussions of multiculturalism as one example. It is hardly arguable that an educated person should approach life with knowledge of several cultures or patterns of experience. Appreciation and understanding of human diversity are worthy educational ideals. Should such an appreciation exclude the religious and spiritually based concepts of reality that are the backbone upon which entire cultures have been based?

Multiculturalism that does not include appreciation of the deepest visions of reality reminds me of the travelogues that I saw in the cinema as a child—full of details of quaint and sometimes mysterious behavior that evoked some superficial empathy but no real, in-depth understanding. Implicit in a multicultural approach that ignores spiritual factors is a kind of ethical and patronizing attitude. It assumes that we can understand and evaluate the experiences of other cultures without comprehension of their deepest beliefs.

Incomprehension, traditionalists who oppose adding multicultural content to the curriculum also ignore the religious and theological bases of the Western civilization that they seek to defend. Today's advocates of Western traditionalism focus, for the most part, on conveying a type of rationalism that is only a single strain in Western thought. Their approach does not demonstrate sufficient awareness of the contributions of Western religions and spirituality to philosophy and literature, to moral and legal codes, to the development of governmental and political institutions, and to the mores of our society.

Nor is the lack of attention to religion and spirituality new. I recall taking undergraduate philosophy classes in the 1960s in which Plato and Socrates were taught without reference to the fact that they were contemplative mystics who believed in immortality and reincarnation. Everything that I learned in my formal undergraduate education about Christianity came through studying a little Thomas Aquinas in a philosophy course, and even there we focused more on the logical sequence of his arguments than on the fundamentals of the Christian doctrine that he espoused.

I recall that Dostoyevsky was presented as an existentialist, with hardly a nod given to the fervent Christian beliefs so clearly apparent in his writings. I even recall my professors referring to their Christian colleagues, somewhat disparagingly, as "Christians." I learned about mystical and spiritual interpretations of Shakespeare's sonnets and plays many years after taking college English courses.

We can see the significance of omitting teaching about religion and spirituality in the discipline of psychology and, in particular, in my own field of clinical psychology. I am a member of the Task Force on Religious Issues in Graduate Education and Training in



CHRISTOPHER YOUNG FOR THE CHRONICLE

The Hollow Curriculum

The place of religion and spirituality in society is too often missing

Division 36 of the American Psychological Association, a panel chaired by Edward Shnefman of Pepperdine University. In this work, I have discovered that graduate programs generally do not require students to learn anything about the role of religion in people's lives.

Almost no courses are available to teach psychologists how to deal with the religious values or concerns expressed by their clients. Nor are such courses required or generally available at the undergraduate level for psychology majors. Allusions to religion and spirituality often are completely missing in textbooks on introductory psychology, personality theory, concepts of psychotherapy, and developmental psychology.

Recent attempts to add a multicultural perspective to clinical training almost completely ignore the role of religion and spirituality as core elements of many racial, ethnic, and national identities. Prayer is widely practiced, yet poorly understood and rarely studied by psychologists. When presented, religious ideas are usually found in case histories of patients manifesting severe psychopathology.

Yet spiritual and mystical experiences are not unusual in our culture. And research has shown that religion is an important factor in the lives of many Americans; identification may affect the psychotherapeutic relationship, as well as the course and outcome of therapy. Some patterns of religious commitment have been found to be associated with high levels of mental health and ego strength. A small number of psychologists are beginning to actively challenge the field's inertia and indifference by researching and writing on topics related to religion and spirituality. Their efforts have not as

yet, however, markedly affected the climate or content in most psychology departments.

Is it any wonder that religion for the typical psychologist is a mysterious and taboo topic? It should be surprising that therapists are not equipped even to ask the appropriate questions regarding a person's religious or spiritual life—much less deal with psychological aspects of spiritual crises.

Or consider the field of political science. Our scholars and policy makers have been unable to predict or understand the major social and political movements that produced upheavals around the world during the last decade. That is at least partly because many significant events—the remarkable rise of Islamic fundamentalism, the victory of Afghanistan over the Soviet Union, the unanticipated velvet revolutions in Eastern Europe and in the Soviet Union, and the continuing conflicts in Cyprus, Israel, Lebanon, Northern Ireland, Pakistan, Sri Lanka, Tibet, and Yugoslavia—can hardly be appreciated without a deep understanding of the religious views of those involved. The tender states of our contemporary political scientists cannot easily comprehend the deep spirituality inherent in many of today's important social movements.

Far from being an anachronism, religious conviction has proved to be a more potent contemporary force than most, if not all, secular ideologies. Too often, however, people with strong religious sentiments are simply dismissed as "zealots" or "fanatics"—whether they be Jewish settlers on the West Bank, fundamentalist, Russian Baptists, Shiite leaders, abortion activists, or evangelical Christians.

Most sadly, the continuing neglect of spirituality in religion by colleges and universities also results in a kind of segregation of the life of the spirit from the life of the mind in American culture. This situation is in firm the ideals of Thoreau, Emerson, or William James. Spirituality in our society too often represents retreat from the world of intellectual discourse, of spiritual pursuits are often cloaked in a relativist intellectualism, which nurtures the view in academic spirituality as an irrational cultural residue. Studies with spiritual interests and concerns learn that their university will not validate or feed their interests. They learn either to suppress their spiritual life or to split their spiritual life apart from their formal education.

Much has been written about the loss of ethics, a sense of decency, moderation, and fair play in American society. I would submit that much of this loss is a result of the increasing ignorance, in circles of presumably educated people, of religious and spiritual views. It is difficult to imagine, for example, how ethical issues can be intelligently approached and discussed or how wise ethical decisions can be reached without either knowledge or reference to those religious and spiritual principles that underlie our legal system and moral codes.

OUR COLLEGES AND UNIVERSITIES should fulfill one of their earliest purposes—to educate and inform students concerning the spiritual and religious underpinnings of thought and society. To the extent that such education is lacking, our colleges and universities are presenting a narrow and fragmented view of human experience.

Both core curricula and more advanced courses in the humanities and social sciences should be evaluated for their coverage of religious topics. Active leadership at the university, college, and departmental levels is needed to encourage and carry out needed reforms and changes in course content. Campus organizations should develop forums and committees to examine the issue, exchange information, and develop specific proposals.

National debate and discussion about the best way to educate students concerning religion and spirituality are long overdue.

Robert N. Sallod is associate professor of psychology at Cleveland State University.

THE CHRONICLE

of Higher Education.

March 25, 1992 • \$2.75
Volume XXVIII, Number 20

REDEFINING THE ACADEMIC ETHOS

Syracuse Seeks a Balance Between Teaching and Research

By CAROLYN J. MOONEY

SYRACUSE, N.Y.

Syracuse University is staging a quiet assault against one of academe's most sacrosanct traditions.

Simply put, it is trying to change the "publish or perish" culture that has dominated life at research universities for decades.

For the last three years, a group of professors and administrators here has been scrutinizing the way teaching is evaluated and rewarded. Through new policies aimed at giving teaching a higher priority, they hope to strike a balance between professors' responsibilities to teach and conduct research.

Already there have been small changes—better-organized courses and syllabi, more-vigorous teaching evaluations.



Jerry Evanly, who received tenure last year but might not have done so several years ago, "I think they're buying into the teaching business."

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Quote, Unquote

News Summary: Page A3

"Our young people have placed themselves in opposing camps, divided by race, and they tend to believe only the worst about youths of other races."

President of People for the American Way, on students' attitudes on race relations: A1

"In some ways, it's a phony issue. It's the price of a pizza."

A financial aid officer, on a debate over aid-application forms: A23

"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control."

Linda Harlin, on his poll that suggests reforms have diminished public concern about college sports: A33

"It's time to send a message to the old boys' network that they had better make room for women and girls."

The executive director of the Center for the Study of Sport in Society: A33

"As huge sections of the world move toward free markets, the global demand for business education seems bound to explode."

Associate dean of Cornell U.'s business school: A44

"It is a tragedy that our children know Russian history but not Kyrgyz history. We must have to liberate our education from ideology."

Kyrgyzstan's Education Minister: A36

"The future is not in our hands, so we just have to get on with the present."

Vice-chancellor of a Palestinian university in the Israeli-occupied West Bank: A36

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Young People Found Pessimistic About Relations Between the Races

By MICHELE N-K. COLLISON

WASHINGTON

In your opinion, should colleges and universities give special preference to minority students in order to increase minority enrollment?

	All	White	Black	Hispanic
Yes	34%	28%	52%	58%
No	54	64	37	35
Depends	10	9	7	6
Not sure	2	1	4	3

In your opinion, should colleges and universities give special consideration to minority students in order to increase minority enrollment?

	All	White	Black	Hispanic
Yes	48%	40%	74%	57%
No	44	51	20	35
Depends	6	7	3	8
Not sure	2	2	3	—

States Plan to Spend \$1.2-Billion on Student Aid, Up 3.9% Over All, but It Will Have to Make Cuts

By GOLDIE BLUMENSTYK

The 50 states are expected to spend a total of nearly \$1.2-billion on student aid this year—an increase of 3.9 percent over 1990-91. But 11 of them, squeezed by the recession, say they will be forced to cut their spending for the purpose.

The figures come from a new report by the National Association of State Scholarship and Grant Programs.

Some Mid-Year Reductions

Last year the expected 12-month increase was 7.7 percent. Figures on expected spending for 1991-92 were collected during the fall and updated in February to reflect the mid-year reductions made by states because of their budget problems. Some states provide additional assistance

A new survey has found that American youths are generally pessimistic about race relations in the United States.

People for the American Way, a liberal lobbying group, commissioned a telephone survey of 1,170 black, Hispanic, and white 15- to 24-year-olds to determine their views. Fifty per cent described race relations in America as "generally bad." The study also found a "gaping perception gap" between whites and members of minority groups on such issues as discrimination and affirmative action.

When asked, for instance, whether a white or a minority person would be more likely to lose out on scholarships and jobs because of discrimination, 49 per cent of the white youths said whites were most likely to be hurt.

In contrast, 68 per cent of the blacks surveyed and 52 per cent of the Hispanics believed members of minority groups were most likely to be harmed.

"They Tend to Believe the Worst"

"The plain message of our research is that racial division is taking root among the next generation of Americans," said Arthur J. Kropp, president of People for the American Way, at a press conference here last week. "Our young people have placed themselves in opposing camps, divided by race, and they tend to believe only the worst about youths of other races."

The study confirms the suspicions of many college administrators, who have said that many white students are resentful of affirmative-action programs that they believe give minority students an unfair advantage. As college campuses become increasingly diverse, administrators are struggling to find ways to encourage student

Continued on Page A32

Panel Report: Study Shows on College Sports Reforms: A Nighttime sports committee has made many steps toward reforming the game since the 1980s, but it's still a long way from becoming a safe sport, says a new report.

PRINCIPLES of SOUND RETIREMENT INVESTING



WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

For retirement to be the time of your life, you have to dream a little—about the things you've always wanted to do: travel, explore, start a business. Just imagine...

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This Week in The Chronicle

March 25, 1992

Research

THREE DIMENSIONAL PRINTING

Researchers are working to improve a new technology that allows people to create three-dimensional objects from designs on computer screens: A6

Resonance edition of David Sae Serolis planned for fall: A8
Western astronomer discovers a supernova: A6
Scientists find a new class of ball-shaped molecules: A9
Scientists isolate an anti-cancer chemical in broccoli: A8
Widow may have parted the Red Sea for the Israelites: A8
Widow more likely than blacks to have coronary bypass: A8
Widow wives said to have maintained family status: A8
USA new scholarly books: A9

Teaching

PUBLISHING TAKES ON THE ACADEMIC ETHOS

The university is trying to change the publish-or-perish culture by striking a balance between teaching and research: A1

CREATING YOUR OWN MAJOR

Plan ecological technology to exercise science. Students are custom-designing courses of study that are not found in typical college catalogues: A31

AVOIDING EGYPTOCENTRIC PSEUDOSCIENCE

University researchers need to help elementary and secondary schools assure scientific integrity as they develop multicultural curricula. Opinion: B1

THE 'FOURSE' OLDER STUDENT

The steady increase in the number of students in their mid-30's and 40's is rejuvenating teaching. Opinion: B13

National helps students identify tree species: A21

High-school students get physics course via computer: A21
Midwestern room for the technology-ignorant professor: A21

Computing

LEARNING SCIENCE BY DOING SCIENCE

A new collection of texts and software for biology courses enables students to try experiments that would be impossible in a laboratory: A18

Advocate of technology sees movement in its infancy: A16
The new computer programs: three new optical disks: A22

Personal & Professional Concerns

A QUIET ASSAULT ON TRADITION

Syracuse U. is scrutinizing the way teaching is evaluated and rewarded in an effort to balance the responsibilities to teach and conduct research: A1
The university is involved in several projects that are changing the teaching-versus-research debate to other campuses and to learned societies: A16

The faculty-reward system has been criticized for failing to recognize service activities: A16

STANFORD PICKS CHICAGO PROVOST AS PRESIDENT

Richard Casper, a constitutional-law scholar, has been chosen to succeed Donald M. Kennedy: A14

TELEVISION'S ULTIMATE VARIETY SHOW

The dean of UCLA's theater, film, and television school drops everything during a three-month leave to produce the annual Academy Awards spectacle: A5

CAPITALIZING ON COMMUNISM'S OMBISME

The end of the cold war gives American business schools a chance to play a key role in international economic growth and reform. Point of View: A44

Campus recreates 100-year-old technology: A4

Fourteen colleges withdraw from accrediting process: A4

College president orders an art work removed: A4

A woman takes over as head of Berkeley law school: A14

Cal State Press publishes essays on multiculturalism: A14

San Jose State U. scraps its search for new president: A17



Lynn Harvey returned to college to begin a new career. She ended up designing her own major, which included courses in computer technology, architecture, and history: A31

Federal & State Governments

STATES WRESTLE WITH STUDENT AID

They are expected to spend a total of \$1.2 billion this year, but the pace of increases has slowed and 11 say they will be forced to make cuts: A1

Many higher-education theorists want states to increase tuition substantially and use the additional money to help students: A28

SHARP DEBATE OVER APPLICATION FEES FOR AID

Lawmakers are frustrated by the failure of efforts to enable more students to seek U. S. support without having to pay fees of \$6.75 or more: A23

PELL-GRANT ENTITLEMENT PLAN DROPPED

A campaign in persuade Congress to guarantee the aid to all who qualify ended in defeat in the House of Representatives: A23

THE PURSUIT OF EQUITY IN COLLEGE SPORTS

Advocates for women's sports say they'll fight to force universities to comply with federal anti-bias laws: A33

Po. governor presses four selective institutions: A23

Indiana wants to expand training in aviation mechanics: A28

Work-study jobs called unrelated to academics: A26

Clash erupts over education-research office: A26

Report says government can't fill science posts: A26

New cuts considered in overhead-reimbursement rates: A26

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Nab. aims to reduce duplication in academic programs: A27

Ideals limit participation in exchange programs: A27

Colleges seek gains from Tennessee tax increases: A27

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A faculty panel recommends that the university scale back a proposed cut in academic departments and faculty positions: A30

Berkeley's business school is given \$8.75-million: A30

Foundation grants; gifts and bequests: A30

Athletics

VOTE OF CONFIDENCE FOR THE NCAA

The Knight Commission praises the association's leadership in efforts to reform college sports and urges it to deal with financial and governance issues: A33

WOMEN'S-SPORTS ADVOCATES TAKE THE OFFENSIVE

They call for a national campaign of litigation and lobbying to force colleges to comply with federal laws barring sex discrimination: A33

Another Velasco has a run-in with his college: A33

U.S. says it is not investigating UNLV basketball: A33

Students

YOUNG PEOPLE PESSIMISTIC ON RACE RELATIONS

A survey of students finds a "gaping perception gap" between whites and members of minority groups on such issues as discrimination and affirmative action: A1

SELF-DESIGNED MAJORS: AT THE CUTTING EDGE

Students who devise their own courses of study can combine academic interests with career goals, often in areas that can have lasting impact on curricula: A31

THE WAVE OF ADULT STUDENTS

Colleges are finding that the growing numbers have brought improved instruction and more dynamic classes. Opinion: B3

Anti-Astan slogan scrawled on wall at Pomona College: A4

Madison unseats Purdue for Ruba Goldberg title: A4

Injured fraternity member settles suit for \$350,000: A4

Safe-sex posters are criticized at U. of Utah: A4

Nation's first collegiate steel band performs in Taiwan: A5

Student-loan repayment becomes an art: A5

Rutgers deals with series of rapes and assaults: A31

Film students pursue a cult celebrity: A31

Students serve as volunteers or firefighters: A31

International

NEW DIRECTION SOUGHT FOR EXCHANGES

The role of government in academic relations with the former Soviet Union must be refined and, eventually, sharply reduced, officials say: A35

Kyrgyzstan's education chief plans a top-to-bottom reform of the former Soviet republic's system: A35

PALESTINIANS STRUGGLE FOR NORMALITY

Reopening after years of closure, Palestinian universities in the Israeli-occupied territories face financial crisis and restless students: A35

ACADEMICS APPLAUD VOTE IN SOUTH AFRICA

Approval of a referendum to continue constitutional negotiations toward a post-apartheid government ended fears of a renewed academic boycott: A38

Chinese army officer charged in death threats: A4

Program's ties to intelligence agencies raise concern: A36

Arts

ELABORATE FASHION; A THEATRICAL FORCE

Works by 12 Russian designers feature striking and intricate designs. The "nudeous" work of Peter Brook sparks the imagination: B7

ART THAT ADDRESSES ENVIRONMENTAL ISSUES

"Environmental Terror," on exhibit of the work of 10 contemporary artists, is appearing on several campuses. Endpaper: B52

Cancellations

Appointments and resignations in academe: A39

Deaths: A40

Calendar of coming events and deadlines: A40

MARGINALLIA

We have received the following document from Norman D. Stevens, who is director of libraries at the University of Connecticut:

THE MOLESWORTH MANIFESTO
A spectre is haunting librarianship. To help banish this spectre, at least for a time, this manifesto describes the limited agenda adopted by The Molesworth Institute in support of its Director, Norman D. Stevens, for President of the American Library Association.

(1.) He will propose no new major initiatives, programs, themes, or other endeavors for ALA.

(2.) He will set his own agenda and endeavor that will not be controlled by the mechanisms of ALA's bureaucracy.

(3.) He will limit the growth of committees, task forces, and the like. He will also take an open look at such appointments as he does control with a view to bringing into the workings of ALA both new members and old outsiders who can bring a fresh and joyful perspective to the organization.

(4.) He will propose that serious consideration be given to dismantling the central bureaucracy of ALA thus settling the divisions and chapters free to go their own way and enabling them to form, if they wish, a commonwealth structure that will better serve their needs.

(5.) He will propose the adoption of severe limitations on the terms of office on the ALA Council and all other official positions including committee membership.

(6.) He will encourage all units of ALA sponsoring programs during his term to take a light-hearted and uplifting look at the work of Our Profession.

(7.) He will assist librarians to speak eloquently, as only they can, to the fun, glory, and vision of librarianship by banishing all celebrities, including politicians, from their traditional role as the major attractions at ALA's conference.

(8.) His inaugural address, "Paradigm Lost; Paradigm Regained," will celebrate the joy, and reveal the folly, of the past, present, and future of American librarianship.

(9.) His inaugural will be a simple, informal, open event "A Hundred Disparate Dazzlers" at which all librarians will be welcome. Attendees will be asked either to wear and carry t-shirts, caps, pins, shopping bags, and other paraphernalia that promote librarianship, or to dress up as their own version of the dreaded stereotype portrayed in books, cartoons, film, poetry, television, or other media.

(10.) That's it! Why not?

In Brief



Campus recreates 100-year-old technology

MURRAY, KY.—Two Murray State University communications experts have re-created the wireless transmitter of a local 19th-century inventor and taken his discovery on the road.

Robert H. Lochie, an assistant professor of radio and television, and Larry Albert, chief engineer at the college television studio, have built a working replica of the 1892 invention that slowed No-

than B. Stubblefield to speak by wireless in a friend. The researchers won't call it a radio, but they say it contributed to the technology. The two, who are taking the replica to academic conferences, first demonstrated the technique on Murray State's soccer field. Forrest C. Pogac (above), a retired history professor who also has researched the inventor, took part in the demonstration.

Iowa colleges withdraw from accrediting process

CADAR FALLS, IOWA.—Charging that accreditation policies are too restrictive and expensive, four of Iowa's largest universities have decided not to subject their teacher-training programs to the national accreditation process.

Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa announced this month that they would with-

Chinese army officer charged in death threats

TRENTON—A federal prosecutor has charged a former Chinese army intelligence officer with threatening to kill two Chinese dissidents: one a former student at Princeton University and the other still registered there. Officials said the officer had told them he would kill the dissidents if he was rejected from Princeton's Woodrow Wilson School of Public and International Affairs.

According to Assistant U.S. Attorney Daniel A. Greenstone, he has told officials that he expected to be rejected by Princeton because of low Graduate Record Examination scores. Mr. He said that if the federal government helped him get into the university, he would serve American interests. But if he was rejected, Mr. He said, he would "become like Rambo" and kill the Chinese dissidents. The prosecutor ordered Mr. He detained while the U.S. Immigration and Naturalization Service decides whether to deport him.

draw from the National Council for Accreditation of Teacher Education, to which 500 colleges submit their programs for review.

In a joint statement, the Iowa universities' presidents said the association "does not facilitate self-improvement" and that it imposes an accreditation process that is "too prescriptive, time-consuming, and costly." University officials estimate that the personnel and materials cost of a single review exceeds \$300,000.

Officials of the national council said they planned to encourage the colleges to reverse their decision. Arthur E. Wise, the council's president, said he "categorically rejects" allegations that the council's standards are too restrictive. "My main concern is for the children of Iowa who won't know whether their teachers are being prepared adequately," he said.

President orders removal of art work

EL PASO, TEX.—The president of El Paso Community College ordered the removal of a controversial poster after students and staff members complained it was offensive. The poster (right), called "Madonna and Child," was created by a student to advertise an art exhibit.

Leonardo da Vinci, the college's president, said he had been told that students were destroying the posters. He said he had asked that they be removed because of the "potential for the situation to get out of hand." The poster had been approved earlier by a panel of college officials.

Anti-Asian slogan scrawled on campus wall

POMONA, CAL.—A slogan, "Asian Americans Studies Now," that had been painted by Asian-American students on a wall at Pomona College was defaced to read "Asian Americans Die Now."

The original slogan was painted on a wall near a dormitory that had been set aside for students' graffiti. Many of the college's 236 Asian-American students have been campaigning for the establishment of an Asian-American studies program at the Claremont Colleges, a consortium of six private colleges, including Pomona.

"The defacing of the wall is a clear sign that racism exists in Pomona," said Vivek Mahotra, a Pomona student and member of the Asian American Student Alliance, a Claremont Colleges group.

Maintenance employees removed the Asian students' slogan, and campus and Pomona police are investigating the incident.

In other incidents, anti-Semitic messages were aimed at students at two California colleges.

Injured fraternity member settles suit for \$150,000

PULLMAN, WASH.—A former student at Washington State University who broke his neck at a fraternity party four years ago has settled a lawsuit against his university.

Eric A. Bolstad received \$150,000 in the settlement. Mr. Bolstad was paralyzed in 1988 when, as a member of the Sigma Chi fraternity, he dove into shallow water during a belly-flop competition at an annual, off-campus fraternity party sponsored by Washington State fraternities.

Activating the posters was the first activity of the new group, campus chapter of the organization known as Queer Nation. The posters read: "Say Condom Everywhere." "Say Speirs, a senior and a member of the group, said he had obtained permission from university officials before hanging the posters.

Some students and alumni complained in letters to the newspaper and telephoned the university that the posters were too graphic. Some on campus formed a group called S.M.A.R.T.s—for Straight, Married or Married or Abstinence, the offbeat, coin-operated art gallery she owns there. The 1977 Portland State University graduate plans to live in the window—furnished with a bed, a porcelain bathtub, and a small refrigerator—until she raises \$6,000 to pay off her graduate student loan to the Oregon State Scholarship

Students compete with wacky machines

WEST LAFAYETTE, IND.—A four-year Purdue University tradition was broken this week when students from the University of Wisconsin at Madison won the Rubik's Cube contest. The students came in first with an entry called "Indiana Jones and the Temple of Rubik's Cube." The machine (right) around the adventures of a movie character Indiana Jones, he sought to unlock a door, his way to a hidden treasure. The contest (one entry in which a student (below) honors the contest) before audiences in Taiwan.

The band (above), believed to be the first steel band started on a North American college campus, was founded in 1973.

Since then, steel bands have

been started on about 40 other campuses. The instruments, which originated in the West Indies, are made from 55-gallon oil drums and produce a sound similar to an organ.

The group's trip to Taiwan was supported by the National Concert Hall and the Ju Percussion Foundation, both of Taipei.

Self-sex posters meet criticism

SALT LAKE CITY—Selling a poster for a gay and lesbian group at the University of Utah put up dozens of posters around the campus depicting naked men embracing. Advertisers asked men embracing. Advertisers asked men embracing. Advertisers asked men embracing.

Some students and alumni complained in letters to the newspaper and telephoned the university that the posters were too graphic. Some on campus formed a group called S.M.A.R.T.s—for Straight, Married or Married or Abstinence, the offbeat, coin-operated art gallery she owns there. The 1977 Portland State University graduate plans to live in the window—furnished with a bed, a porcelain bathtub, and a small refrigerator—until she raises \$6,000 to pay off her graduate student loan to the Oregon State Scholarship

Commission. Ms. Pierce borrowed the money to attend Georgetown University Law Center. She graduated in 1980 but decided to give up corporate law in 1983. Later she put her artistic talent to work by opening the art gallery. But the business hasn't been profitable, and Ms. Pierce has fallen behind on her loan repayments. Now the State of Oregon is pressuring her to pay up. Ms. Pierce has received \$375. She is expecting more money to roll in after she moves into the space.



Nation's first college steel band hits the road

DEKALB, ILL.—Twenty current and former members of Northern Illinois University's steel band spent their spring break performing before audiences in Taiwan.

The group's trip to Taiwan was supported by the National Concert Hall and the Ju Percussion Foundation, both of Taipei.

Some students and alumni complained in letters to the newspaper and telephoned the university that the posters were too graphic. Some on campus formed a group called S.M.A.R.T.s—for Straight, Married or Married or Abstinence, the offbeat, coin-operated art gallery she owns there. The 1977 Portland State University graduate plans to live in the window—furnished with a bed, a porcelain bathtub, and a small refrigerator—until she raises \$6,000 to pay off her graduate student loan to the Oregon State Scholarship

Student-loan repayment becomes an art

PORTLAND, ORE.—Can living in a student room window help pay off a student loan? Stephanie G. Pierce certainly hopes so. Ms. Pierce plans to set up a window of "Where's the Art?" (below), the offbeat, coin-operated art gallery she owns there. The 1977 Portland State University graduate plans to live in the window—furnished with a bed, a porcelain bathtub, and a small refrigerator—until she raises \$6,000 to pay off her graduate student loan to the Oregon State Scholarship

PORTRAIT

A Part-Time Job as a Hollywood Mover and Shaker

By LIZ McMILLAN

LOS ANGELES
In the chic, gray offices of the 64th Annual Academy Awards, Gilbert Cates is working the phones. With two and a half weeks to go before the show, Mr. Cates needs to plug the holes, as he puts it.

Reaching an agent, Mr. Cates goes over the film schedule of an actor he's wooing to present an award on the show. "You represent Robert Downey, right? I'm calling because I'd like him on the show. It's March 30th and the rehearsal is on Sunday. What film is he doing? Here in L.A. I know he's fond of Angeline Huston and we could do something with her, or Sissy. If he's available and interested, let me know, and I'll get back to you with what I have in mind."

He hangs up and makes a note on the board that shows the latest line-up of people who will present awards. A parade of assistants begins appearing in the doorway. One talks about the touring schedule of Jessica Tandy, who is promoting *Fried Green Tomatoes* in London. "Find out when she gets back to America," he says. Another tells him that a studio head is on the phone. He takes the call.

Three-Month Leave

Just another day in the life of the working dean of the theater, film, and television school at the University of California at Los Angeles. Most days find Mr. Cates at the school, overseeing its graduate and undergraduate programs, 100 faculty members, and 650 students. But come January, he takes a three-month leave to produce television's ultimate variety show.

Mr. Cates, a highly respected director and producer, was tapped to head the reorganized school last year. He is the first dean of the school, created by combining the theater and film and television programs under one roof. The reorganization and a renewed sense of vigor to the school's programs, many professors and students say.

That is partly because of Mr. Cates' career, which spans film, Broadway theater, and television. Among the movies he has directed are *Never Say Never*, *My Father* (1970), which received three Academy Award nominations, and *Summer Wishes, Winter Dreams* (1973), which earned two Oscar nominations. In the 1980's, he served two terms as president of the Directors Guild of America. Mr. Cates also produced the last two Oscar shows, generally viewed as improvements over previous telecasts; last year's show was an Emmy.

"The show is coming together wonderfully," Mr. Cates says, sitting down to a quick lunch in the school's cafeteria, which will close after the show. He contacts dozens of actors for the show, but the cast of characters is likely to change. And this year's show must be a controversial one, since pay activists plan a disruption to protest the portrayals of homosexuals in two films nominated for best picture.

Although some preparations for



Gilbert Cates: "All drama is conflict and resolution, whether it's a film, a play, or a television show."

the show are highly technical, putting it all together still involves a lot of ego stroking, an inexact science. Much of his time is spent on the phone negotiating with agents, who sometimes try to angle for ways to get other clients on the show, too.

"It's a circus," Mr. Cates admits.

A Favorite Metaphor

The circus is one of Mr. Cates' favorite metaphors (he wrote his master's thesis on the subject at Syracuse University). "Actually, UCLA is a circus," he muses. "That might seem like a light-hearted description. But think about it: diverse elements coming together for an education—in this case, the students."

Mr. Cates may come straight out of Hollywood, but he looks and sounds the part of the professor. More partial to tweeds than to Armani suits, he is described by thoughtful professors and as thoughtful and down to earth. Peter Guber, the head of Sony Entertainment, is visiting professor of the school, and a member of the search committee for the dean's job, says he recommended Mr. Cates because of his professional experience as well as his leadership abilities. "Gil has an unusual blend of skills," he says.

"He's humanistic and he can get people to work together. That's what the school needs." At some universities, the theater, film, and television programs are separated by a kind of academic Iron Curtain, with little interaction—and some enmity—among them. That was the case at UCLA until two years ago. Mr. Cates believes that each has something to say to the other.

"Most of my friends are in all three," he says. "In the real world, there is a relationship between all three, whereas in a university, the three disciplines are kept totally apart." That interdisciplinary approach was evident in a course Mr. Cates taught last year, where students read the play *Children of a Lesser God*, saw the movie, and met with Mark McDoff, who wrote both the play and screenplay. "All drama is conflict and resolution, whether it's a film, a play, or a television show," he says.

A Century of Film

Growing animated, he mentions the opening musical number of last year's Oscar ceremonies as an illustration of his thinking. Pulling out a videotape of the show, he is eager to prove his point. Probably the most expensive opening number in television history, the segment highlights 100 years of film in a six-minute montage of movie clips accompanied by dancers performing that via satellite from a Paris theater and then in Los Angeles.

Although it may look effortless, it wasn't. More than three months in the making, the segment, which includes clips of more than 100 films, is stunning in its technical complexity. As shots from *Carablanca*, *Taxi Driver*, *Goodfellas*, and other films whiz by, the dancers seemingly melt back and forth into the action on the screen behind them. "It's amazing, if I say so myself," he says, looking contented.

For clues to what Mr. Cates may accomplish this year, watch this segment. It's an excellent example of a blurring of all three genres: live dancers becoming film on television. Says Mr. Cates: "If anything is relevant to what I do at UCLA, it's that."

Scholarship

The scholarly battle over access to the Dead Sea Scrolls may now be over. A microfiche edition of the Dead Sea Scrolls will be published next fall in the Netherlands with the agreement of the Israel Antiquities Authority. Emanuel Tov of the Hebrew University of Jerusalem, who heads the international team of scholars now deciphering the scrolls, will edit the volumes, which will contain photographs of the scroll fragments that have not yet been officially published.

Last fall the Biblical Archaeological Society in Washington published an unauthorized, two-volume edition of the photographs, which had been obtained from an undisclosed source, but an Israeli court later issued an injunction that stopped distribution of the books. The forthcoming publication has the endorsement of Israeli authorities.

Mr. Tov noted that the microfiche edition was intended to supplement, not replace, the continuing work of deciphering and publishing scholarly editions of the scrolls.

"This is raw material," he said. "But the minute scholars have the raw material in hand, it is of great significance. Scholars will now be able to examine the thousands of fragments we have and may in some cases dispute how we have placed them together or deciphered them." The new edition will be published by E. J. Brill of Leiden and will cost \$285.

A tour guide who occasionally used a small research telescope at the University of Texas at Austin's McDonald Observatory in his spare time has discovered a supernova, or exploding star, in a galaxy 75 million light-years from Earth.

Bill Wren, a social worker by training who has conducted public tours at the observatory since 1990, made the discovery last month while using the observatory's 30-inch research telescope.

Mr. Wren, an amateur astronomer, had spent the past year searching about 800 galaxies for supernovae on small research telescopes at the observatory when they were not being used by professional astronomers. Those opportunities typically occurred on nights when moonlight obscured the detailed and distant observations needed by researchers. It was on such a night that Mr. Wren made his discovery of the supernova.

The supernova is located in NGC 527, a spiral galaxy similar in structure to the Milky Way. Using a telescope, astronomers say the object can be seen near the handle of the Big Dipper in the constellation Canes Venatici.

J. Craig Wheeler, a professor of astronomy at Austin, said, "As far as we can tell, Bill's supernova is not one of the brightest ones, but that makes it more precious." "It's more valuable," he added, "because it's rare."

Technology Allows Engineers to Make Solid Objects From Computer Designs

Researchers say 'rapid prototyping' may lead to 'desk-top manufacturing'

By DAVID L. WHEELER
Engineers predict that an era of "desk-top manufacturing" will evolve from newly developed machines that quickly turn three-dimensional computer graphics into solid objects.

Computer operators using the technology, now known as "three-dimensional printing" or "rapid prototyping," can use their keyboards to sculpt an object on their screens. Minutes later, they can hold a paper, plastic, or ceramic version of that shape.

The technology was originally conceived to help engineers design products ranging from tools to cars. Rapid prototyping, engineers say, can shorten the time between a product's conception in a designer's mind and its execution on the factory floor.

"You can check form, fit, and function with a prototype in a matter of hours instead of waiting days or weeks," says William Biles, a professor of computer-aided engineering at the University of Louisville. Mr. Biles was commissioned by IBM to evaluate rapid-prototyping technologies.

A handful of companies have introduced rapid-prototyping systems to the market, and university researchers are trying to improve on those processes, racing to invent new ones, and developing new uses for the machines.

The equipment has already helped physicians plan reconstructive facial surgery, aided mathematicians pondering topographical problems, and assisted a golf club manufacturer who was designing a new grip.

Systems Are Expensive

"There's nothing like a physical model to give presence to a concept," says Norman P. Kinzie, an architect and inventor in Needham, Mass., who holds a patent on a three-dimensional printing process. "There are times when an image on a computer screen is just not good enough. You have to have a group of people handle something."

The rapid-prototyping systems on the market are expensive. Mr. Biles is shopping for a complete system. He says he expects to pay about \$500,000—not including computers.

The proprietary materials used to make the prototypes in some processes are also expensive—\$100 a gallon for the liquid plastic used in one process.

Cynthia C. Jara-Almona, an assistant professor of mechanical engineering at Clemson University and a researcher in the Intelligent Design and Rapid Prototyping Laboratory there, sees a cheaper alternative evolving.

"I think rapid prototyping is going to

come out with a lower-cost output device—like a workstation or a laser printer," she says. "It will sit next to an engineer's desk and you can design a product, push a button, and get a 3-D output."

At the other end of the cost spectrum, Ms. Jara-Almona says, will be machines capable of producing a few hundred parts or making one-of-a-kind designs. One of her colleagues at Clemson hopes to use rapid prototyping to make replacements for damaged hip joints.

The early role of rapid prototyping was "touchy-feely"—to give an artist or engineer something they could react to," says Saul Young, director of the Center for Advanced Manufacturing at the University of Dayton. "Now people want a real working prototype."

Most of the rapid-prototyping processes are based on a relatively simple idea—that

cut the paper away," says Mr. Weiss. Rapid prototyping in metal, the Carnegie Mellon scientists say, will make it easier to create functioning parts.

In the first stage of rapid prototyping, a computer operator familiar with three-dimensional graphics programs designs the object or part. Such programs vary, but they usually offer the user a repertoire of basic shapes, such as blocks, spheres, and cones. The computer operator can determine the dimensions of the shapes, and then orient and combine them while working on a monitor.

Some Troublesome Stages

Once a designer is pleased with what he viewed on the computer screen, the commands must be added to specify how the object will be made into a solid shape. The stages between the design and the

"There are times when an image on a computer screen is just not good enough. You have to have a group of people handle something."

three-dimensional objects can be built up layer by layer.

"You decompose a three-dimensional problem into two-dimensional parts," says Leo E. Weiss, a senior research scientist at Carnegie Mellon University's Engineering Design Research Center.

The processes used to make the layers vary. In one, a laser traces the shape of each layer in a vat of resin that hardens when it is touched by the laser's light. After one layer is shaped, the object is dropped lower in the resin bath and a wiper blade evens out a new layer of liquid resin on top of the previous layer. Then the laser traces out the shape of the next layer.

In another process developed at the University of Texas at Austin, a laser fuses wax, plastic, or metal powders that are rolled out in successive layers.

Recently Patented Process

At Carnegie Mellon, a recently patented process builds up layers with sprayed metals. To begin the process, a laser cuts a stencil from a sheet of paper with two layers, one of which can be peeled off from the other one. Then a robotic arm sprays an even layer of metal into the hole or holes formed by the stencil.

After that layer is sprayed, one paper layer is peeled off to remove metal that was sprayed beyond the prototype's outline. One sheet of the two-layered paper remains after each step to support any overhanging features on the prototype.

"You build up a paper cocoon and then

printing stages have been troublesome," rapid-prototyping technology. At Carnegie Mellon, Mr. Weiss says that in the past he sometimes takes weeks or even months to write the programs needed to translate a complex shape into the commands that a machine uses to make a prototype.

A designer or a computer programmer must determine how a prototype should be oriented during the layer-by-layer construction process. A cylinder, for example, must be more easily constructed if it is standing upright and is made from a stack of circles than if it lies on its side and each layer must be different.

Orientation is also important to try to avoid what rapid-prototype engineers call the "stair-step effect"—the distinct terraces that can be seen when relatively thick layers are used to create sharp curves.

The layering processes create one additional problem: during manufacturing. When the first layers of a feature that fall out of an object—like the balcony on a model of a house—are being made, those layers are usually so thin that they sag and they are not supported.

That means that some sort of support must be built under overhangs, and computer programs for the object's designer must be plan for them. Supporting overhang features is more of a problem in some prototyping methods than for others.

Programming problems are being solved somewhat as more computer-graphics

software operates in three dimensions instead of two, creating mathematical representations of surfaces that would be invisible from the viewpoint of the person watching a computer monitor.

Standard computer programs and "slice" algorithms, which break down graphic representations of objects into layers, have been devised to help ease the conversion of shapes described in three-dimensional software to finished objects. Increasingly, those who write graphics programs are also planning for three-dimensional output.

At Clemson University, Larry Dooley, a professor of bioengineering, is using the increasing capabilities of three-dimensional graphics programs to help surgeons replace bones.

Mr. Dooley has designed a computer program that uses the information from X-rays to compare the size and shape of a patient's hip joint with standard sizes of artificial replacements. Mr. Dooley is also planning for the day when he can help surgeons use rapid-prototyping technology to do customized bone implants.

Surface Texture and Color

The hope is that bones damaged by arthritis, accidents, or tumors could be replaced with artificial bones of an identical size. The speed of rapid-prototyping processes would mean less of a wait for patients in need, Mr. Dooley said.

Rapid-prototyping technology is increasingly being proposed for such critical uses. But engineers caution that the strength and the accuracy of the prototypes being made still need improvement. While models created by rapid-prototyping systems can be machined to make sure they meet close tolerances, that adds an extra step to the process.

Design-oriented engineers and artists who have become interested in rapid prototyping also hope to add more variety in surface texture and color to prototypes.

Mr. Kinzie, the inventor in Massachusetts, has conceived a process that could combine the bonding between layers of plastic or paper with the coloring of each layer. No such system yet exists, but theoretically an object made from such a process—a model of a human brain, for example—could be opened at any layer to reveal the color details of its interior.

With such a system, Mr. Kinzie says, universities could purchase data bases of archeological and biological specimens and print them out for students to examine.

"The technology is a long way away, but there is no fundamental reason why limitation can't reach the level of fine resolution that would be necessary for that," he says.

PHOTO BY JEFFREY



Larry Dooley, a professor of bioengineering, looks forward to helping surgeons use rapid prototyping technology to do customized bone implants.

NEW SCHOLARSHIP BOOKS

Continued from previous page

HISTORY

After the Jihad: The Reign of Ahmad al-Rashid in the Western Sudan, edited by John Hanlon and David Robinson. *Michigan State University Press*, 416 pages; \$30. Tenth-century writings that document the 10th-century African ruler's efforts to maintain control of an empire conquered by his father, al-Rashid. *Al-Rashid* of Brindisi. *The Pursuit of Islam: The Early Thirteenth Century*, by James M. Powell. *University of Pennsylvania Press*, 147 pages; \$22.95. Discusses the Italian poet's contributions to social theory.

Anti-Semitism in U.S. History: The First Two Hundred Years, by Herbert Antler. *Greenwood Press*, 244 pages; \$47.95. Discusses the history of white American opposition to racism from the 1600s through the 1800s.

British and European History: The Search for African Realities, by Clinton M. Fawcett. *University of Massachusetts Press*, 136

pages; \$16.95. Critiques Marxist, liberal, and other "Eurocentric" approaches to studying African history and culture. **The Birth of Islam: Politics and Ideology in Early Modern Islam**, by Amik Parandeh. *University of Toronto Press*, 244 pages; \$39.95. Discusses the role of the Islamic movement in the early modern period, from the 16th to the 18th century. **The "Doutement de Beauvilliers" of Philippe de Beauvilliers**, translated by F. R. P. Acheron. *University of Pennsylvania Press*, 276 pages; \$74.95. First English translation of a late 18th-century text on the history of the County of Clermont in the French region of Beauvilliers.

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Scholarship

Auburn House, 88 Pond Road West, Westport, Conn. 06881

Basil Blackwell, Three Colindale Avenue, London, N.W. 9, England

Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington 20036

Carleton Publishing, P.O. Box 623550, Brooklyn, N.Y. 11202

Columbia U. Press, 652 West 113th Street, New York, N.Y. 10027

Fairleigh Dickinson U. Press, 440 Forsgate Drive, Cranbury, N.J. 08512

Falmer Press, 1900 Frost Road, Suite 101, Bristol, Pa. 19007

Georgetown U. Press, International Center, Room 111, Washington 20057

Greenwood Press, 88 Pond Road West, Westport, Conn. 06881

Prager Lang Publishing, 62 West 40th Street, New York 10018

Edwin Mellen Press, P.O. Box 450, Lewiston, N.Y. 14602

Personal & Professional

Stanford Appoints U. of Chicago Provost as President

Constitutional-law scholar
will take office in September

PALO ALTO, CAL.

Gerhard Casper, provost and professor of law at the University of Chicago, was named president of Stanford University last week.

Stanford trustees hope the new president will help the university put behind it more than a year of controversy and scandal over its management of federal research money.

The controversy eventually led Donald Kennedy to announce that he would retire after 12 years as president.

At a press conference at Stanford last week, Mr. Kennedy called Mr. Casper's appointment "a stunning coup" for the university. The new president will take over on September 1. Mr. Kennedy plans to take a year-long sabbatical, during which he will teach courses on environmental issues to Stanford students participating in a Washington-based program.

Mr. Casper, 54-year-old, German-born scholar of constitutional law, has taught at the University of Chicago for 26 years. He served as dean of the law school for eight years and has been provost since 1989. By all accounts he has been extremely popular among professors and students there. His wife, Regina Casper, is a psychiatrist and a professor at the university.

In January, Mr. Casper announced that he planned to resign as provost to return to full-time teaching at the end of the current academic year.

He was among the finalists in Harvard University's presidential search last year, before Neil L. Rudenine was selected. Chicago's President Hanna H. Gray, who served on Harvard's search committee, said in a statement last week, "I know of no one better prepared to be a first-rate leader and spokesman, not only for Stanford but for the entire university."

Continued on Page A17

Mr. Casper, a public-affairs professor at Syracuse, "They're making a valiant effort. But I don't think the faculty believes it will happen."



William D. Coplin, a public-affairs professor at Syracuse: "They're making a valiant effort. But I don't think the faculty believes it will happen."

Syracuse Wants to Change Academic Ethos to Place Greater Emphasis on Teaching

Continued From Page A1

union policies, and more money to provide strong teachers with merit raises and grants. The hope is that more-milky changes will follow—broader definitions of what counts as scholarship, tenure decisions that favor strong teachers the way they traditionally have favored strong scholars, and an emphasis on the quality rather than quantity of research.

Jack E. Graver, a mathematics professor, says: "We're old-fashioned—we believe in the teacher-scholar system. We've been doing that for years, and I must say with a little bitterness, to our disadvantage."

Others here are more optimistic. They say Syracuse is slowly chipping away at an ethos that prizes research most. "I think there's now a cohort of deans and administrators who think the momentum has built," says David M. Rubin, dean of the communications school.

The motivations behind Syracuse's efforts are both idealistic and pragmatic. Mr. Rubin and others say the private, 15,000-student university has no choice but to do what it is doing. It's in a financial crunch, faced with a potential \$38-million deficit and steep competition for students who can afford its rising tuition. Administrators



Robert M. Diamond, assistant vice-chancellor for instructional development: "Our thing happened to be perfect," he says of the new restructuring plan.

frankly admit that a reputation as a "student-centered research institution"—that's the term used to describe Syracuse's new restructuring plan—will better position the university for the future. For that reason, "our timing happened to be perfect," says Robert M. Diamond, assistant vice-chancellor for instructional development and co-director of the teaching project.

Multipled Emphasis on Research?

The project also coincides with a growing interest—at Syracuse and nationally—in improving undergraduate education. In the past year, many research universities, chastened by criticism from students, legislators, and other critics, have announced plans to examine their faculty-reward systems.

In addition, some comprehensive campuses—those whose research and graduate programs are more limited, but which have adopted the same values as more elite research universities—are now asking whether their growing emphasis on research is misplaced.

A special committee at the University of California system recently issued a report calling for major changes in the way teaching is evaluated and rewarded. Rutgers University is using federal grant money to study whether their growing emphasis on research is misplaced.

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the discovery of new knowledge, traditionally the only kind of scholarship that counts for promotion.

Carnegie's president, Ernest L. Boyer, says the report has been one of his organization's best-sellers. More than 25 institutions, including Syracuse, have invited him to their campuses to discuss it.

"The issue of the role of the faculty and the reward system is being discussed more openly now than at any time since World War II," he contends. "The exciting news is not that everything's changing overnight, but that it's a legitimate topic to discuss."

At Syracuse, the discussion began in the spring of 1989, when the university received a one-year, \$25,000 grant from the Sears-Roebuck Foundation.

Syracuse, which in the mid-1980's had been harshly criticized by student groups upset over teaching assistants who spoke poor English and over a lack of contact with professors, already had numerous programs under way to improve undergraduate education. The grant's purpose was to improve the perceived importance of teaching on the campus. The project's directors were—and still are—Mr. Diamond and Ronald R. Cavanagh, vice-president for undergraduate studies. Mr. Diamond is also director of the university's Center for Instructional Development. Its staff helps professors improve their curricula and teaching and works closely with Mr. Cavanagh, who considers the center his "academic green-beret unit."

Amunition From Survey
Once a campuswide advisory board was set up, the first step was a survey to examine how professors, department heads, and deans viewed the relative importance of teaching and research. The results provided plenty of ammunition: They showed that while all three groups saw themselves as favoring a balance between teaching and research, they saw others—particularly

the central administration—as favoring research.

Some saw the results as evidence that Syracuse had a large corps of "closet teachers." Comments made by those surveyed left little doubt about what the campus valued most. Wrote one professor: "I think that if service is paid to undergraduate teaching, but not to research, promotion, leaves, etc.) are given for research." And another: "I could point to a dozen examples of how we honor 'good' research (on a weekly basis even). We don't always know or care if it's good. We care that it is publicized and funded."

In the summer of 1989 a two-day conference drew more than 100 deans and department heads from Syracuse's 14 autonomous schools. Participants were asked to develop plans to improve teaching and suggest ways the administration could help. In the fall, many units held faculty discussions on those issues, and the administration announced a new grant program that would finance 58 innovative-teaching projects—at a cost of \$50,000—in its first year.

By the time the Sears grant ran out in early 1990, Syracuse had decided to continue the effort on its own. But as a project report notes, the initial \$25,000 grant was the key, because it "enabled Syracuse to implement some activities that would have had far less chance of being supported by the academic community if sponsored internally."

In the project's second year, the advisory board asked all academic units to develop better standards for evaluating and rewarding teaching, and to develop a defini-

tion of scholarly activity appropriate for their disciplines. That summer, 135 people attended a workshop on evaluating teaching.

For years, the lack of national standards for judging teaching has been seen as a major obstacle in rewarding strong teachers. A proposal from the communications school, though, listed 21 possible criteria, ranging from surveying alumni, to examining any textbooks or new courses designed by candidates, to looking at student-attrition rates. While professors will have flexibility in choosing which criteria are used, the long list showed that student reviews weren't the only way to evaluate teaching.

The project's third year saw more concrete change. Many departments and schools completed teaching-evaluation plans, and some modified their tenure and promotion policies to make explicit their expectations. The heads of the foreign-language and religion departments, for example, say they now encourage professors to use a teaching portfolio—a collection of materials that document a professor's teaching ability. And many units, including the architecture school, now require student evaluations of every course.

In a memo outlining its response to the teaching project, the economics department provided an economist's perspective complete with a discussion of incentives and a cost-benefit analysis. Cooperating on the project, the memo said, would help both the department at budget time and the primary "client," the students. But it also noted that "the market emphasizes scholarly output," and that the department "has a tradition of playing hard ball" during salary reviews.

Since the project began, the department has started to evaluate teaching more thoroughly and to tie merit raises to teaching evaluations. It has also established the post of undergraduate director.

Plenty of Obstacles

The teaching project is being watched with interest outside Syracuse. The university is currently involved in several

"We're old-fashioned—we believe in the teacher-scholar system. We've been doing that for years, and I must say with a little bitterness, to our disadvantage."



Gerhard Casper, who will take over at Stanford on September 1, was described as "the right person to lead Stanford into the next century."

spinoff projects aimed at expanding its efforts to other campuses and encouraging learned societies to develop broader standards for research.

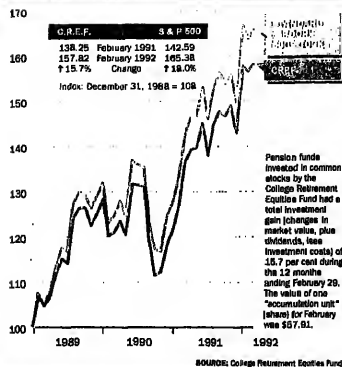
But the project still faces plenty of obstacles here. Some professors worry that it will subject junior professors, already under enormous pressure, to even tougher standards. Some worry that the university will lose ground in scientific research. And some say that until students take learning seriously, the initiatives will be meaningless.

Syracuse's new chancellor, Kenneth A. Shaw, addressed that point last month when he outlined the new restructuring plan. He called for a "student-centered culture" that would make Syracuse a national model, but also called upon students to change their culture, which, he said, "values social activities more than our prime reason for existence." (In December

Continued on Following Page

Trends and Indicators

Pension Money in the Stock Market

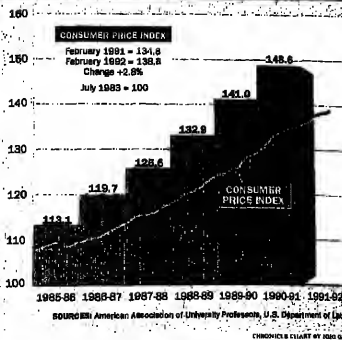


Median Salaries of Chief Executive and Academic Officers, 1991-92

Type of Institution	Chief executive officer	Chief academic officer
Public		
Up to 2,012	\$78,980	\$58,227
2,013 to 4,498	89,444	70,103
4,499 to 10,743	98,000	82,272
10,744 or more	121,890	103,000
All	93,847	76,425
Private, independent		
Up to 855	\$87,366	\$57,983
856 to 1,318	98,950	69,833
1,319 to 2,784	122,500	84,254
2,785 or more	160,208	107,646
All	114,114	78,440
Private, religious		
Up to 848	\$62,001	\$48,800
849 to 1,105	80,000	59,740
1,106 to 1,933	94,580	62,672
1,934 or more	117,353	82,888
All	88,391	60,000

NOTE: Figures are based on the reported salaries of chief executive and academic officers of 438 colleges and universities.

Faculty Pay and the Cost of Living



Syracuse Tries to Involve Others in Teaching-vs.-Research Debate

By CAROLYN J. MOONEY

Syracuse University recognizes that if it's going to change its faculty-reward system, it can't do it alone.

Since 1989, when it began a project to provide more rewards for teaching, Syracuse has become involved in several related projects that are bringing the teaching-versus-research debate to other campuses and to learned societies.

Broader View of Scholarship

One project involves a national survey on how teaching and research are valued by different campus groups. Another is encouraging six research universities to examine the role of teaching in their faculty-reward systems, much as Syracuse is doing. A third is asking learned societies to consider a broader view of what counts as scholarship.

The projects are being conducted by Syracuse's Center for Instructional Development. Following is a summary of each.

The national survey. In 1989, as part of its teaching project, Syracuse conducted a survey to examine how its professors, department heads, and deans viewed the relative importance of teaching and research. The results showed that while each group saw itself as favoring a balance between teaching and research, each saw the others—especially the central administration—as favoring research.

The following year, the instructional center received a Lilly Endowment grant to extend the survey to 47 research universities—33 public and 14 private institutions. Results of that survey provided additional evidence of a major perception gap. The results show that while many faculty members, department heads, and administrators agreed on the need to balance teaching and research, they also agreed that the emphasis was shifting more toward research than they would like.

"The differences in the way respondents perceive the way the university is going and the way it

should go suggest that there is a serious conflict between the nature of the university and the values of individuals," concludes the survey, "A National Study of Research Universities: On the Balance Between Research and Undergraduate Teaching."

Professors also perceived that administrators as favoring research, while administrators saw themselves as favoring teaching. Efforts on other campuses, as part of a project financed by the Fund for the Improvement of Postsecondary Education and the Lilly Endowment.

In 1990 the Carnegie Foundation for the Advancement of Teaching issued a report that recommended that scholarship be defined as having four components: the discovery of knowledge, the application of knowledge, and the teaching of knowledge. Traditionally, the discovery of new knowledge has been the only type that counts at promotion and raise time.

The Carnegie recommendation has since been widely discussed in the academic community. Organizers of the project hope the learned societies will adopt broader definitions of scholarship that will lead to changes in the way decisions about tenure, promotion, and raises are made.

Some of the early letters from the societies expressed strong interest. The American Sociological Association, for example, noted that many of its members felt teaching was "soft" and therefore not to be measured. But sociologists could give it a try, the letter said, noting that "we measure alienation, urban decay, marital happiness, and the underclass."

A conference held last fall, the associate dean of the school of education, "we would have really been really everything."

As for Mr. Evensky, now the department's undergraduate dean, he says: "My teaching life, and it wouldn't have been enough three years ago."

"I think they're buying into teaching business."

Syracuse Wants to Place More Emphasis on Teaching

Continued From Preceding Page

for, one professor here who was far up with that culture abruptly ended a large lecture class—after most students said they hadn't done the required reading—and bought a \$111 newspaper advertisement to express his disgust.)

Perhaps the biggest question is whether the efforts here will make a difference at promotion time.

Almost everyone interviewed agreed that an outstanding teacher with a poor publishing record should not receive tenure. But there was far less consensus about an outstanding teacher who is an average or fair scholar.

Some here contend that the project has already resulted in at least one five-body—a scholar who received tenure last year but might not have done so several years ago.

A Closer Call

That scholar is Jerry Evensky, now an associate professor of economics. Even with the teaching initiatives outlined by his department, Mr. Evensky knew his case would be close. He had a reputation as an excellent teacher who had published highly readable textbooks. The issue was not even after he was an active scholar; it was whether the type of scholarship he did—on the history of economic thought and on ethics and economics—was valued by a department that stressed applied research.

In the end, Mr. Evensky did get tenure—by a one-vote majority.

James Follin, the department chairman, says it would be unfair to portray the case as a litmus test on the teaching-versus-research issue. But to others, a decision not to grant tenure to Mr. Evensky would have been disastrous for a university that was preaching teaching. Among them was Christopher M. LaValle, a senior economics major who says Mr. Evensky's repu-

tailion was the main reason he first took an economics course. He recalls how Mr. Evensky stood before a large class one day, popping a M&M's into his mouth and inter-explaining that he had actually been illustrating the concept of diminishing marginal utility.

"To have lost the Evensky case," says Robert D. McChirch,

Critics Say Faculty-Reward System Discounts the Importance of Service

Just as a movement to provide more rewards for college teaching is building up steam, some observers are pointing to another deficiency in the faculty-reward system—its failure to recognize professors' so-called service activities.

Such activities might include serving in the faculty senate or on a curriculum-review panel, or organizing an academic conference. In January, the National Association of State Universities and Land-Grant Colleges invited representatives of more than a dozen learned societies to discuss the issue at a conference in Racine, Wis.

Three Criteria

In a statement released at the conference, participants acknowledged that "although the knowledge and institutions expect such activities, they often fail to encourage and recognize them." They agreed to have their societies discuss ways to better evaluate and reward service activities.

Traditionally, service to the campus and community has been one of three criteria used to evaluate faculty members for

promotion and raises. The observers are teaching and research.

Institutions that expect their professors to conduct research might weight those three activities in theory, at least. But this: Teaching and scholarship would each count 40 per cent, and service would count 20 per cent. In fact, junior professors are likely to be rewarded more for teaching and scholarship than for service activities if they want to achieve tenure, and to distinguish themselves through their scholarship. One consequence has been that service activities have generally been left to most senior professors.

Among those working on the project is Nevia C. Brown, director of the national conference on school/college collaboration at the American Association for Higher Education.

Mr. Brown thinks the time is right to provide better rewards for service activities. "Universities and their faculties," he says, "are increasingly being looked at as resources for helping society deal with lots of external problems."

Participants in the project plan to meet again in June.

—CAROLYN J. MOONEY

Personal & Professional

determine what kind of scholarship a most valued, directors of Syracuse's teaching project decided it was crucial to involve the learned societies in any discussion about redefining scholarship.

More than 20 groups representing disciplines ranging from business to history have agreed to participate in a project aimed at doing exactly that. The project is being sponsored both by the Fund for the Improvement of Postsecondary Education and the Lilly Endowment.

Efforts on other campuses, as part of a project financed by the Fund for the Improvement of Postsecondary Education, six universities are examining ways to emphasize teaching on their campuses. They are Carnegie Mellon, Northwestern, and Ohio State University, and the Universities of California at Berkeley, Massachusetts, Amherst, and Michigan.

The six, which participated in the survey described above, have begun discussions of ways to improve teaching and reward teaching. Another part of the project is to identify the intrinsic rewards that professors receive from teaching in an effort to provide a better text in that to examine "this" rewards.

The role of learned societies. Because the academic disciplines

expressed strong interest, The American Sociological Association, for example, noted that many of its members felt teaching was "soft" and therefore not to be measured. But sociologists could give it a try, the letter said, noting that "we measure alienation, urban decay, marital happiness, and the underclass."

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"I think they're buying into teaching business."

Some observers have noted the irony of asking the very groups that set the current standards for scholarship to lead in reform efforts.

participating learned societies agreed to appoint special panels to examine ways to redefine scholarship. A panel representing the American Historical Association has since developed a draft document that used the definition proposed in the Carnegie report. It lists textbooks and newsletters, papers given at conferences, and museum exhibitions as scholarly activities related to the scholarship of knowledge. Activities related to the application of knowledge include historic preservation, journal editing, and participation in state humanities councils. Activities related to teaching include student advising, development of course materials, and projects with elementary and secondary schools.

Some observers have noted the irony of asking the very groups that set the current standards for scholarship to lead in reform efforts. But change cannot take place without the project organizers say.

For more information on the project, contact the Center for Instructional Development, Syracuse University, 111 Waverly Avenue, Suite 220, Syracuse, New York 13244; (315) 443-4371.

—CAROLYN J. MOONEY

Stanford Picks U. of Chicago Provost as President

Continued From Page A14

ford University, but for higher education in this country more generally.

Professors at Stanford also approached the appointment. John B. Shoven, an economics professor and a member of the search committee, said Mr. Casper had made clear that he plans to continue his predecessor's push to improve undergraduate teaching.

But when Mr. Casper takes over, Stanford will still be faced with Congressional and federal scrutiny of its charges for research costs, and he will have some other, unrelated controversies to deal with. Stanford has been criticized for its handling of budget cuts throughout the university and for allegations of widespread sexual harassment in its medical school.

As recently as January, a Defense Department audit contended that Stanford had overcharged the

In a statement, James C. Galtier, head of Stanford's Board of Trustees, called Mr. Casper "the right person to lead Stanford into the next century."

When Mr. Kennedy announced his resignation, he said he was stepping down to allow the university to move beyond the controversy over its use of federal funds meant to pay the indirect costs of research.

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As recently as January, a Defense Department audit contended that Stanford had overcharged the

federal government by more than \$200-million in the 1980's for the overhead costs of research.

Mr. Casper is familiar with the controversy. The University of Chicago also has been questioned by federal auditors about its billing for indirect research costs, which Mr. Casper mentioned at the press conference. He could not be reached later for comment.

During the press conference, Mr. Casper said he believed some of Stanford's troubles, and those of other universities being investigated, had to do with the "vast complexities" of the reporting procedures and forms, which he said were "difficult to interpret."

Examined Budget Problems

Bill Murphy, a spokesman for the University of Chicago, said that while Mr. Casper had formed an advisory panel to deal with the university's budget problems, he

had not been responsible for overseeing its billing of research costs. Mr. Murphy said the federal government was questioning Chicago about \$180,000 that the university had billed the government annually for four years to cover some of the costs of a campus computer system.

Last week, on a side to the House Energy and Commerce Subcommittee on Oversight and Investigations, said: "It's interesting, here he is coming in to haul out the situation at Stanford and he had problems in Chicago." He added, however, that Chicago's charges "pale in comparison to Stanford's."

John M. Lillie, a trustee who was chairman of Stanford's presidential search committee, called the comment "ridiculous." He added that most of Chicago's problems, and Stanford's, were accounting errors. "Stanford's indirect-cost issues are mainly in the interpretation of the rules," he said.

—COURTNEY LEATHERMAN

San Jose State Drops Troubled Search for New President

SAN JOSE, CAL.

San Jose State University last week scrapped its presidential search, which has been marked by bitter campus politics, after its choice for the past withdrew.

Ruth Leventhal, provost at Pennsylvania State University at Harrisburg, cited the controversy over the search, the state's budget woes, and the \$120,000 annual salary as reasons for her decision.

"As I looked at the possibility of being able to hit the ground running at a time of serious budget concerns, I felt I needed the full support of the system, the faculty, and the community," Ms. Leventhal said in a telephone interview. "The process involved so much contention, I was concerned about whether I would be successful."

Threaten From Alumni

The search prompted letter-writing campaigns and threats from alumni that they would cut off their support if the search were not scrapped. J. Handel Evans, will now continue as interim president.

Ms. Leventhal was among six finalists for the job—three women and one Asian and three men, one Hispanic, one white, and one black. Some professors and alumni said that the diversity of the pool indicated that a quota had been set. "Had everyone been chosen on the basis of merit and talent, diversity would not have been that great diversity," said Alan B. Simpkins, a wealthy alumnus.

Some critics said the finalists were unqualified to take on the job because they lacked experience running a large university. Professors who defended the process said much of the criticism was racist and sexist. Bobby Gorenberg, head of the academic senate and a member of the search committee, said a vocal minority had a vision of San Jose State as it was in the 50's and 60's, he said.

—COURTNEY LEATHERMAN

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Information Technology



John R. Jungck, BIOQUEST's director: "If students are to understand how biologists think, they must have opportunities to experience science from the point of view of a practicing biologist."

Teaching Students to Think Like Scientists

Software enables experiments to be conducted that would be impossible in a laboratory

By BEVERLY T. WATKINS

BELOIT, WIS.

The biology student must decide how to create a pond, stock it with bass for fishermen, and keep its ecological system balanced. Help lies in a simulation called "Environmental Decision Making," part of the new BIOQUEST collection.

The collection of texts and software is a product of six years of work by a consortium of science educators at Beloit College here. The programs are based on the theory that the best way to learn science is to do science. The simulations, which were developed by teams of academics and computer programmers from around the country, let students conduct scientific experiments that would be impossible otherwise.

According to Mr. Kapor, "Cyberspace is experienced by tens of millions of people today who use electronic mail, bulletin board systems, on-line information systems, and the Internet."

Complex Statistical Analyses

To create a pond, for instance, a student uses a computer mouse to select "Pond Worksheet" from a menu. A "plotter," which helps to calculate changes in the pond's balance, appears in the upper right hand corner of the screen. Next, the student selects "sunlight" and "pond life," putting them on the screen. Then, using the mouse, the student draws a line connecting the sunlight to the pond life and the pond life to the plotter. (See sequence on opposite page.)

A laboratory manual explains that energy from the sun promotes the growth of plants and organisms in the pond, and that these are consumed by fish. The pond system is balanced when the rate of produc-

tion equals the rate of consumption. To calculate the number of days necessary to achieve a balance, the student types data into the computer—kilocalories of sunlight and weight of pond biomass. The computer displays the answer as a graph.

The student thus learns to create a balanced system by adding components—sunlight, bass, and a fisherman—one at a time and calculating the days the pond needs between each change to attain equilibrium.

"If students are to understand how biologists think, they must have opportunities to experience science from the point of view of a practicing biologist," says John R. Jungck, chairman of Beloit's biology department and director of the BIOQUEST project.

With computer simulations, he says, students can perform experiments that are impossible in the laboratory and complete complex statistical analyses in a short time. "The computer is a catalyst for curricular transformation."

BIOQUEST, which is the acronym of "Quality Undergraduate Educational Simulations and Tools in Biology," reflects a national effort to reform science education. Educators at all academic levels are being urged to stop presenting science as facts and teach it as a process for creating scientific knowledge. "The Liberal Art of Science: Agenda for Action," a report issued in 1990 by the American Association for the Advancement of Science, sums up the view: "Science should be taught as it is practiced at its best."

The BIOQUEST project is unusual in that its programs reflect an educational philosophy.

"There is lots of biology software out there. Some of it even has bits and pieces of what BIOQUEST is doing," says Robert A. Marsteller, an assistant professor of biology at Emory University. "However, there are few programs that employ simulations similar to the BIOQUEST model."

17 Programs for Biology Courses

Ms. Marsteller, who has tested BIOQUEST programs and compared them with other software, says, "Integration of the whole package is unique to educational software."

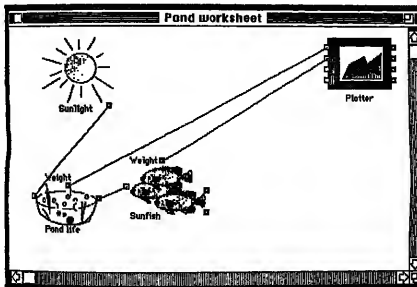
The BIOQUEST project started at Beloit in 1986 as a consortium of 12 science educators and computer programmers who held similar ideas about teaching science. Today the group includes 32 members from 15 two- and four-year institutions around the country.

Using Apple Macintosh computers, the consortium has produced 17 programs for both introductory and advanced biology courses. The programs fall into four major areas: biochemistry and biotechnology, ecology and evolution, genetics, and physiology.

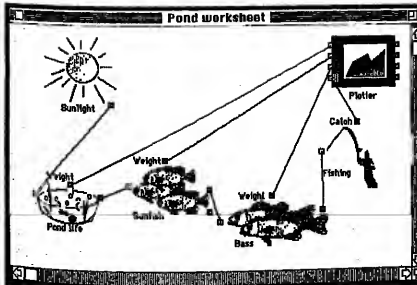
Since its beginning, the consortium has followed a lengthy testing procedure. In 1989-90, team members conducted pilot tests on the first simulations to fit the "bugs." Then they ran a second set of tests, called "beta tests." In 1990-91, senior professors at about 50 institutions



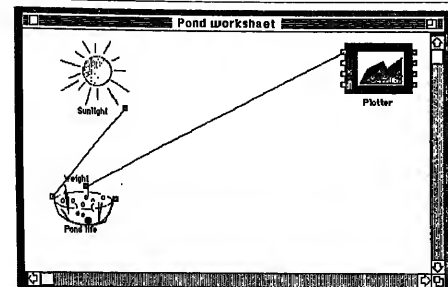
KEEPING AN ECOSYSTEM IN BALANCE: A SIMULATION THAT TEACHES ENVIRONMENTAL DECISION MAKING



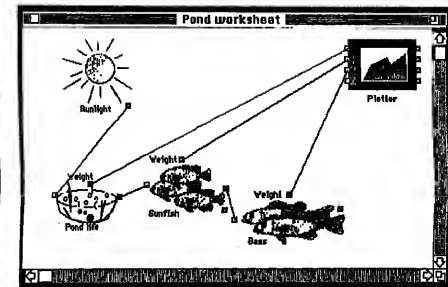
2 As elements are added to the ecosystem, the student draws lines to connect the elements to each other and to the plotter.



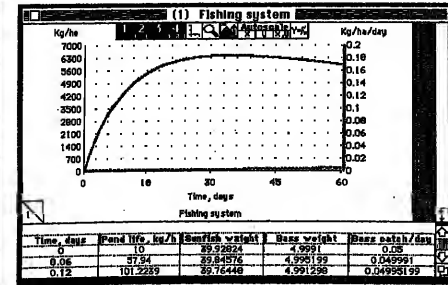
4 After stocking the pond with fish, the student adds a final element to the environmental simulation: a fisherman.



1 A student uses the "Pond Worksheet" to add elements to the pond system. "Plotter" at upper right calculates changes in the environmental balance.



3 The student adds more elements as part of the demonstration of what happens to the environmental balance when fish eat plants and organisms.



5 The student enters data to calculate the number of days necessary to achieve a balance. The computer displays the answer as a graph.

including research universities, liberal arts colleges, community colleges, and a few high schools, used the programs in their classes in field tests.

"The Three P's of Science"

"Developers have to be committed to going through a cycle of testing and not just to moving things out the door," Mr. Jungck says. "Your last line of computer code is really just the beginning."

In 1987 the Annenberg/CRA Project gave BIOQUEST about \$470,000 to develop software. In return, the consortium agreed to stay together through August 1999 so its software would be available to users. The consortium, which also has an office at the University of Wisconsin at Madison, is working on a contract with the University of Maryland's Academic Software Development Group to publish the collection. The philosophy behind BIOQUEST mirrors

the scientific method, in which a researcher makes observations, develops hypotheses, conducts experiments, draws conclusions, and shares findings with colleagues. These, according to Mr. Jungck, are "the three P's of science—problem posing, problem solving, and persuasion."

"Problem posing is the important part, because you raise new questions and that affects your research design," he says.

"Students have to learn that they can stand in the field or the laboratory forever and no problems will come to them preposed. You have to frame them."

After they have identified a problem, Mr. Jungck says, students need to engage in "open-ended problem solving." Real scientific problems do not have answers in the back of the book, he says. The scientist considers competing hypotheses and

Continued on Following Page

Software Teaches Students to Think Like Scientists

Continued From Previous Page
draws inferences, but usually does not reach a conclusion.

"Problem solving is a long-term process," he says. "It gets students engaged. The problem has to be sufficiently complex so students do not have a hammer and the whole world is a nail. It has to have contextual richness."

'When Are We Done?'

At this point, he says, "students frequently ask, 'When are we done?' When you run out of grant money? When you run out of questions? When you really solve the problem?"

Research is not complete until other scientists are convinced of its value, Mr. Jungck explains. "Students need to experience peer review as a professional activity and write journal-style manuscripts that are reviewed by other students and instructors," he says. "No

matter what your experience, you are not doing science until you convince your peers."

The BioQUEST approach tends to put the professor in the background. According to Mr. Jungck, students clustered around a simulation on the computer screen do not seek the teacher. "The communication is mostly 'You can't do that. You're crazy. Where'd you come up with that idea? How do we know we're done?'" he says.

Science professors are of several minds about using the BioQUEST software. Some praise the simulations for letting students do experiments that they could never do in the laboratory, such as producing thousands of generations of fruit flies. But others say simulations give students an unrealistic view of scientific research.

Emory's Ms. Mueller says: "You can do long-term kinds of ex-

periments with the computer. You can do things you can't carry out in a wet lab."

With simulations, she says, "you can put more emphasis on analyzing patterns than you can in a

"The communication is mostly 'You can't do that. You're crazy. Where'd you come up with that idea? How do we know we're done?'"

regular class, because you can get large sets of data." While she feels "very positive about the programs," says Jan R. Serie, an associate professor of biology at Macalester College, "any computer simulation will give stu-

dents an overly optimistic sense of what science really is."

"Flies do die," says Ms. Serie, who tested a BioQUEST simulation called "Genetics Construction Kit" in a molecular-biology course. "You don't always have lab materials available. You would have to use a computer simulation in conjunction with a lot of 'wet labs' so students would see what really happens."

Elisabeth C. Odum, a biology instructor at Santa Fe Community College in Florida, says: "I would not want the computer to take over from dissections and seeing real animals and plants. It would be a real mistake if we had nothing but the computer."

Adds Ms. Odum, who helped to develop "Environmental Decision Making": "I use computer programs in two biology labs, but in the other 10, I have animals, plants, and microscopes."

Some faculty members who have experimented with BioQUEST's "three P's" approach crit-

Information Technology

icized it as burdensome. Ms. Serie says: "It is really labor intensive for faculty to do investigations, although introductory classes," she sometimes. "It's easier to do a lesson and a lab out of the recipe book."

Not for Everybody

From her own experience, she says, "it's true that if you engage students in intellectual inquiry, you do with BioQUEST, they walk in your office all the time."

Mr. Jungck acknowledges that BioQUEST is not for everybody. "BioQUEST enables those teachers with an interest in exploring science with their students to do it."

By 1994, Mr. Jungck says, it would like BioQUEST to have about 30 computer programs in a broad cross section of the biological sciences. Development teams are already planning additional programs, including some in biological image analysis, botany, cell biology, molecular modeling, and systematics.

Information Technology

TEACHING WITH TECHNOLOGY

- Multimedia tutorial helps students identify tree species
- High-school students enroll in physics course taught remotely
- Multimedia classroom designed for ease of use by professors

Researchers at the University of Illinois at Urbana-Champaign are developing a multimedia tutorial to help forestry students identify tree species.

The tutorial, which its developers hope to use in the classroom next fall, will allow students to focus on certain tree types or ecosystems, such as northern coniferous forests. Video images will show how trees look in various locations and how they change with the seasons. Students will also be able to touch keys to call up information on tree physiology, ecology, and commercial uses.

"This tutorial is fun to use, and I think it helps students realize that just as they recognize people by noticing certain features, it's possible to do the same with trees," says John M. Edgington, senior research specialist in forestry.

Mr. Edgington says students often feel frustrated by the material they need to memorize during one semester. Students in dendrology classes must learn to identify more than 600 tree species common to North America by studying such characteristics as bark, buds, flowers, fruit, leaves, and twigs.

The tutorial will let students work at their own pace, reviewing problem areas and testing skills. For more information, contact Mr. Edgington, Department of Forestry, University of Illinois, 1201 West Gregory Drive, Urbana, Ill. 61801; (217) 333-1884.

—KATHERINE S. MANDIAN

High-school students from four states are enrolled in an advanced-physics course taught on a computer by a researcher at Massachusetts Institute of Technology.

George L. Johnson, a research scientist at the Institute's Plasma Fusion Center, is offering the class in chaos theory to give high-school students more challenging work than their school districts can afford. This semester about 70 students are enrolled, many of them from rural towns in Colorado, Indiana, Montana, and Wyoming.

"Like everyone else in the country, I knew there was a problem in math and science education," Mr. Johnson says. "I thought about the research areas I would have liked when I was in school, and thought there must be many people out there who feel the same way."

To offer the course, Mr. Johnson teamed up with Dave Hughes, who operates a telecommunications company in Colorado. Mr. Johnson types his lectures on his personal computer and sends them over a national network that links university computers. The lessons are transmitted to Mr. Hughes's office and made available to students through electronic bulletin boards around the country. The students read the lectures, work on problems, and ask questions, which Mr. Johnson answers electronically.

Mr. Hughes believes the computer classes are not only cheaper, but also more effective than video courses, in which students watch the screen passively. With the computer, students interact freely with Mr. Johnson and their classmates by sending messages over the network.

For instance, a student who does not understand a particular problem might ask a question over the network. Other students could jump in and explain the problem.

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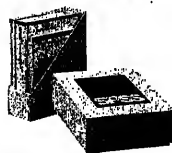
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Programs by Biology Consortium to Be Published on Compact Disk

The new BioQUEST software collection is expected to be published early this summer on an easy-to-use compact disk that stores information in digital form.

The publisher, the Academic Software Development Group at the University of Maryland, expects the compact disk to include the eight completed and five programs and nine others that are in various stages of development. The BioQUEST consortium and Academic Software are working on details of the publishing contract.

The eight completed programs are:

Introduction to BioQUEST. Explains BioQUEST's three-step approach to science education, which requires students to pose a problem, solve it, and persuade their peers of the validity of their findings—by John R. Jungck, professor of biology at Beloit College; James H. Stewart, professor of science education at the University of Wisconsin at Madison; and Nils S. Peterson, member of the Department of Biology and Preclinical Medicine at the University of St. Andrews in Scotland.

Biota. Simulates the population dynamics of biological species, such as predators, competitors, parasites, symbiotes, and more—

by a team at the University of Chicago with John Kruper, director of academic computing for the biological sciences; James Danbury and Eric Nelson, programmers for academic and public computing; William Sterner, manager of research and instructional technology; and William Winsatt, professor of conceptual foundations of science; and Benjamin Jones, senior programmer in biology at Beloit College.

Biometrics. Explains how to choose a statistical test, based on the type of hypothesis and data available—by Daniel Hornbach, associate professor of biology at Macalester College.

Cardiovascular Construction Kit. Lets students construct hearts and circulatory systems and examine their behavior—by Sarah

Doughs, associate professor of computer and information science, and Daniel Udovic, associate professor of biology, at the University of Oregon; and Mr. Peterson.

Data Collection and Organization. Explains how to use a spreadsheet and graphics to explore data, using as examples of evolutionary data—by Paul Price, associate director of academic computing at Hamilton College.

Environmental Decision Making. Lets students explore biological and social issues and by changes in ecosystems, such as grassland, a forest, and a pond—by Elisabeth C. Odum, professor of natural sciences at Santa Fe Community College in Florida; Howard T. Odum, graduate research professor in environmental engineering sciences at the University of Florida; and Mr. Peterson.

Genetics Construction Kit. Simulates the transmission among fruit flies of such Mendelian genetic phenomena as simple dominance, co-dominance, sex linkage, autosomal linkage, and multiple alleles—by John N. Calley, a graduate student at the University of Arizona, and Mr. Jungck.

Sequence 1d1. Simulates the primary and secondary structures of protein molecules, using acid and base hydrolyses, enzymatic and chemical digestions, hydrazinolysis, carboxypeptidase, and more—by Alan Place, associate professor, and Thomas Schmidt, research assistant, at the University of Maryland's Center for Marine Biotechnology.

The first compact disk, an examination copy, is expected to cost under \$100. When the publication date is selected, Academic Software will announce the final price and details about site licenses.

For more information, contact the Academic Software Development Group, University of Maryland, College Park, Md. 20742; (301) 405-7600; ASDG@UMDNJ. NET.

—BEVERLY T. WATKINS

room into a high-tech facility for faculty members who know nothing about technology.

The new multimedia room, located in the College of Fine Arts, has a motor-driven lectern that houses a display screen, a monitor, a computer keyboard, and a mouse. The lectern, which moves along a 15-foot arc, can be used nearly anywhere in the room.

To activate the classroom's electronic system, a professor enters a password on the screen, which sends a signal to equipment in an adjoining room. To choose equipment, the professor touches graphical commands on the screen, which resembles that of an automatic bank teller.

"By touching the video button, the lights dim, a 14-foot-wide

screen comes down, and the door to the equipment room is raised. Pressing the play button will start a video playing in stereo," says Gregg Mathis, associate director of computing and media, who helped design the room. "Our ideal is intuitive operation by users."

The classroom has a floor-to-ceiling black curtain for professors who want to eliminate light. The equipment room has a computer, audio and video cassette recorders, compact-disk and videodisk players, video and film projectors, and more.

For more information, contact Mr. Mathis, Academic Computing and Media, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh 15213; (412) 268-2430.

—BEVERLY T. WATKINS

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Mathematics. "UNIT-CAL," for IBM PC and compatibles. Performs mathematical calculations with dimensional numbers, lets users enter the problem and specify the answer. In any unit, contains correct abbreviations for 120 units; includes stored physical constants and an automatic error-checking routine; \$49; quantity discounts available. Contact: Maple Leaf Software, 9A Warren Street, Ipswich, Mass. 01938, (508) 356-1666.

Psychology. "The Map Inventory of Learning Styles," for Apple Macintosh. Requires "HyperCard." Calculates the results of individual tests of cognition and learning styles and points out misconceptions, combines similar items, and generates 133; quantity discounts available. Contact: Incubation, Department 600, Box 1320, Santa Barbara, Cal. 93116-1330; (800) 346-8353 or (805) 685-2100.

Security systems. "HyperCard," for IBM PC and compatibles. Gives users access to lock and key records, shows relationship of specific keys, key-holders, and door-lock core numbers; generates reports and receipts; \$200. Contact: Management Systems Corporation, 200 Tech Center Drive, Kooxville, Tenn. 37912; (800) 627-6779 or (615) 689-1160.

Utilities. "On the Air," for Apple Macintosh. Multimedia tool lets users create presentations that incorporate audio, still images, sound, and text, and play them back; imports presentations from other software; lets users jump forward or backward, pause, or black out the screen; \$175. Contact: Meyer Software, 11000 Central Road, Hawthorne, Pa. 19040, (215) 673-3980.

Writing. "HyperShell," for Apple Macintosh. Requires "HyperCard." Includes 300 assignments to help students develop skills in autobiographical, expository, imaginative, narrative, and persuasive writing; \$29; quantity discounts available. Contact: Incubation, Department 600, Box 1320, Santa Barbara, Cal. 93116-1330; (800) 346-8353 or (805) 685-2100.

OPTICAL DISKS

Magical bibliographies. "18th Century Short Title Catalogue," for co-processor players used with Apple Macintosh or IBM PC and compatibles. Includes 300,000 titles of ephemera printed in English, or in foreign languages in British colonies, from 1475 to 1800; sources include the American Antiquarian Society, British Library, and 1,000 other libraries; \$1,900. Contact: Research Publications Inc., 17 Luster Drive, Drawer A, Woodbridge, Conn. 06525; (800) 444-4799.

Political science. "The World Factbook for 1992," for co-processor players used with Apple Macintosh or IBM PC and compatibles. Includes information from U.S. Government agencies, including the Board of Geographic Names, Bureau of the Census, Central Intelligence Agency, Defense Intelligence Agency, and Defense Nuclear Agency; Departments of State and Interior; and Drug Enforcement Agency; contains data on 249 countries and territories; \$99. Contact: Quanta Press Inc., 1313 Fifth Street S.E., Suite 208C, Minneapolis 55414; (612) 379-3936.

Political science. "The World Factbook for 1992," for co-processor players used with Apple Macintosh or IBM PC and compatibles. Includes information translated into English from Soviet literature on communication, defense, economics, government, health of state, industries, politics, and religion, and more; includes maps, notes, definitions, and a guide to abbreviations; \$99. Contact: Quanta Press Inc., 1313 Fifth Street S.E., Suite 208C, Minneapolis 55414; (612) 379-3936.

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THE CHRONICLE OF HIGHER EDUCATION

Section 2

March 25, 1992

OPINION

Avoiding Egyptocentric Pseudoscience: Colleges Must Help Set Standards for Schools

By Bernard Ortiz de Montellano

SEVERAL EDUCATION REPORTS, including "Science for All Americans" published by the National Council on Science and Technology Education, have concluded that our nation is falling behind its technological competitors. Technological innovation, which we need to compete internationally, requires large numbers of well-trained scientists and engineers. Modern manufacturing techniques require workers with increasing amounts of scientific knowledge and mathematical capability.

Both of these labor pools are threatened by rampant scientific illiteracy. Our future supply of scientists and engineers may be particularly endangered because most new entrants into the work force in the coming decades will be women and members of minority groups, who are much less likely than white males to pursue careers in science.

Reforms in the teaching of science, including more "hands on" experiences and more thorough coverage of basic concepts instead of teaching a large volume of unconnected facts, will benefit all children. But changes in science teaching are particularly needed in elementary schools to increase the participation of minorities in science. We know that people who choose science careers usually become committed

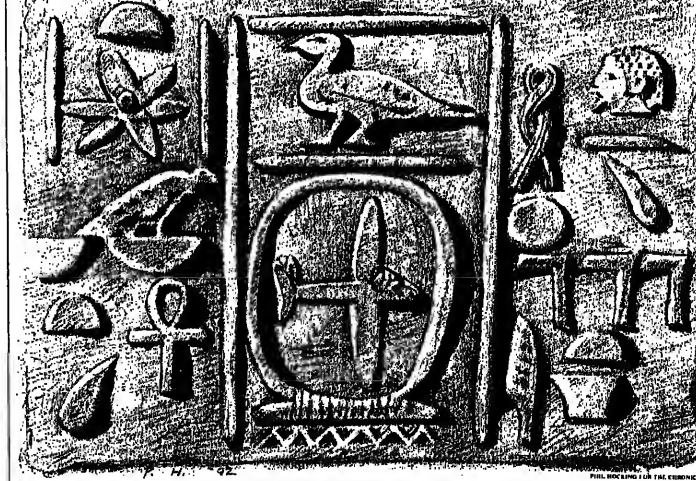
in the early grades; we also know that minority children start to fall behind whites in mastery of scientific concepts and mathematical skills as early as the fourth grade.

It is unfortunate, then, that the "African-centric" science materials recently adopted by several large, urban school districts will diminish even further the number of minority-group members prepared to pursue scientific careers. If widely taught, these materials will not only sap the ability of our students to think critically but also will increase scientific illiteracy in the cities where they have been adopted. University scientists largely have ignored this problem, but that must not continue.

The most widely disseminated "African-centric" science material is the Portland (Ore.) "African-American Baseline Essays," a series of short articles on science, social science, music, mathematics, art, and language arts. The essays are designed primarily for grade-school teachers to use as a resource outlining the contributions of Africans and African Americans to knowledge in these subjects. The essays have been adopted as source material by school systems in Atlanta, Detroit, and Fort Lauderdale, among other cities, and are being used as a model by many other districts across the country.

Asa Hillard, a professor of education at Georgia State University, conceived the

Continued on Following Page



PHIL BOWLAND FOR THE CHRONICLE

Guarding Against Pseudoscience in Multicultural Curricula

Continued From Preceding Page
first to discover the principles of quantum mechanics, the wave/particle nature of light, the theory of evolution, the acceleration of gravity, electrical batteries, and gliders. The sources cited for what little evidence is presented are popular magazines and vanity-press books.

THE ESSAY contains many more serious fallacies. For example, it states that the ancient Egyptians were famous masters of extracurricular perception, precognition, psychokinesis, and other undeveloped human capabilities. The use of the zodiac and of "astro-psychological treatises" by Egyptians is mentioned with the implication that they are scientifically valid. Mr. Adams has claimed elsewhere that astrology is scientific and is based on the fact that at birth every living thing has a "celestial serial number." The essay also argues that a scientific discipline exists called "psychoneuroenergetics," which supposedly is the multidisciplinary study of the interaction between human consciousness and energy and matter.

The weight of the official endorsement of the baseline essay by the Portland School District, the authorship by someone erroneously identified as a research scientist at a prestigious national laboratory, and the scientific-sounding jargon used in the essay guarantee that grade-school teachers—many of whom have a weak background in science—will accept many of the concepts presented as scientifically valid.

Indeed, the essay's widespread adoption is evidence of the low level of scientific literacy among our elementary-school personnel. At a recent conference on "Science for the Year 2000" in Detroit, for example, a group of teachers sat through a presentation that included the statement, "Four thousand years ago, Egyptians flew around in full-size gliders," without a word of protest or disbelief. It would be impossible for material like the science essay to be adopted in a district where teachers know science.

Given such widespread scientific illiteracy, how will students learn to distinguish science from religion disguised as science and from the kinds of "New Age" fads to which the scientifically illiterate are susceptible, such as astrology, channeling, crystal healing, telekinesis, and psychic surgery?

The current pressure on school districts to incorporate multicultural material into their classrooms and the dearth of such curricula have led to the wide distribution of the science baseline essay, even though it is a classic example of pseudoscience.

EVEN MORE DISTURBING has been the absence of much protest against the science baseline essay. Several explanations are possible, including the lack of scientific sophistication within school districts, political pressure that would inhibit any opposition as "racist," and universally research scientists' traditional detachment from the teaching of science, particularly in lower grades.

What is even more puzzling, however, is the lack of reaction by organizations that are concerned with science education, including the National Science Foundation and the American Association for the Advancement of Science. Unfortunately, the NSF also has been slow to support multicultural-science projects, and attempts to improve science teaching, including those by

the American Association for the Advancement of Science, have not dealt with the question of multicultural science as a way to increase the participation of minorities in science.

It is time for scientists to act. We no longer can afford to sit in our laboratories and ignore what is happening in the nation's schools. We need to ask officials in our school districts if they have adopted or are considering adopting the Portland essays, and then we must protest the inclusion of material in science curricula that makes unproven claims and introduces religion in the guise of science.

At the same time, we desperately need to develop reliable and scientifically valid teaching materials that deal with the contributions of various ethnic groups. An

can highlight the contributions of particular ethnic or racial groups, but examples must be accurate and realistic. Examples would include the achievements of the Maya in astronomy—including the accurate determination of the complex cycle of Venus (an error of two hours in 500 years), an accurate determination of the length of the solar year, and the ability to predict eclipses. American Indians' use of medicine wheels to make observations of the dates of solstices and equinoxes is another example.

SOME CHANGE may be in the making. Last June the Public Health Service endorsed a recommendation from a conference that it sponsored on life-science education. Although nothing has

"We must protest the inclusion of material in science curricula that makes unproven claims and introduces religion in the guise of science."



Egyptocentric curriculum is just as hegemonic as a Eurocentric one for a Chicano or American Indian child. Most science textbooks present science as an activity conducted by white males; people of color and their ancestors often are presented as primarily engaged in magic or religious practices. To change this perception, some science educators have advocated the teaching of culturally relevant science, for example by showing minority children that "people like them" have done science in the past and are doing science now.

Presenting role models and using specific cultural examples to teach basic scientific principles enhance children's pride in their heritage and allow minority children to envision science as a career. Teaching

come of it yet, the recommendation directed the PHS to work with the NSF and the Department of Education to "develop culturally relevant curricula that include contributions of those in underrepresented groups." The recommendation also proposed that research scientists be involved in developing the curriculum "to ensure scientific integrity." Specific examples of the pseudoscience contained in the Portland science essay were an important factor in conference participants' concern for maintaining scientific integrity in multicultural curricula.

Leaders of the scientific establishment have been vocal about the consequences of scientific illiteracy for the nation as a whole. Yet they have said much less about the need for scientists to change the way

that science is taught in universities, particularly to non-science majors. Science for all non-science majors should stress critical thinking and an understanding of the process of science, rather than just the usual diluted version of the traditional introductory course for science majors.

Further, teachers who are innumerate or scientifically illiterate should be as unacceptable in the elementary classroom as those who are illiterate, because eliminating scientific illiteracy ultimately depends on improving the teaching of basic scientific principles and critical thinking in our elementary and secondary schools.

The first order of business is for the scientific community to make clear that it is not acceptable for religion or pseudoscience to be taught in public schools under the guise of multiculturalism. A definite need also exists for scientists to draft guidelines and standards for multicultural science materials, which school districts could use in judging proposed texts and curricula.

I propose that the NSF begin the process by sponsoring a conference as soon as possible to draw up such guidelines and standards. The participation of research scientists as well as science educators is essential. We must provide scientifically valid multicultural materials to satisfy a growing demand, while preventing the introduction of questionable information in our schools. The NSF, as well as the Public Health Service, should support projects in which teams of scientists, including research scientists, produce ready-to-use multicultural science materials.

More scientists must get involved in setting standards for elementary and secondary science teachers and in developing curricula for the schools; these endeavors are too important to be left to colleges of education and state boards of education.

Herbert Ortiz de Montalban is professor of anthropology at Wayne State University and director of Aztec Medicine, Nutrition and Health (Rutgers University Press, 1990).

MELANGE

Test Bias and the Intellectual Processes of Blacks; the Academic Revolutionary, a Betrayer of Ideals

CAN THERE BE A BIAS IN THE SAT that hampers even privileged blacks?

The first answer is that if there is a bias, it is not "white" in character. As the scores show, Asians rank ahead of whites when backgrounds are held constant, just as Hispanics outperform blacks. Asians and Hispanics do better on this American test because they study longer and harder, pay attention to the rules, and are less likely to cavil about the oddities of the test. If there is a bias to the multiple-choice matrix, it favors what might be called a technocratic mentality, which is emerging in Seoul and Bogotá as much as in Seattle or Baltimore.

But why so visible a black gap at every social level? Here the causes are explicitly racial, in that they stem from the segregation that affects even black youngsters from professional homes. Simply stated, the intellectual processes of most black children learn, which tend to be at odds with technocratic modes, are reinforced by spending much of their time among people of

their own race. The persistence of segregation—residential and social—draws a sharp dividing line between blacks and whites of all classes. In consequence, black intellectual styles remain more discursive than linear, which can be a drawback when facing a multiple-choice format. Indeed, one of the early arguments for integration was that in mixed classes, black students would learn "white" modes of interpretation and analysis, thus eroding the SAT gap. Yet while scores have been on the decline for at least 20 years, so whites may not be the best model.

—Andrew Hacker, professor of political science at Queens College of the City University of New York, in the March 23 issue of *The New Republic*

THE ACADEMIC REVOLUTIONARY is a fraud. Guaranteed a job for life through the tenure system regardless of subsequent performance, supported by dependable paychecks from the bu-

reaucracy he pretends to scorn, relieved of some of the multiple anxieties of mortality by means of health insurance and a pension, and adored as much as anyone else—If not more—so the perquisites of capitalism's shameless curricula, the revolutionary academic is no revolutionary at all. He is, rather, an exemplary specimen of Capitalism in action. The marketplace of ideas, once only a metaphor, has literally become just that, a system of commodities. . . .

The Academic Revolutionary is not just an oxymoron black. In acting out with such reverence the rules assigned to him by capitalist ideology, while attacking the false consciousness of everyone else, he is pretty much in the same class as the television evangelist who pretends to be amazing millions for Jesus, even as he lives a life of luxurious debauchery. . . .

—Howard Fromm, writer, in *Academic Capitalism and Literary Values*, published by the University of Georgia Press

OPINION

By William Glickowski

THE STEADY INCREASE in the number of college students in their mid-30's and 40's is unexpectedly rejuvenating pedagogy in colleges and universities. This influx of students has occurred in varying degrees virtually across the curriculum, with large numbers of adult students taking regular courses, particularly at junior colleges. In addition, courses focusing on life or career transitions for mature individuals and mid-career professionals, previously standard fare in the evening or continuing-education programs of four-year institutions, now increasingly are offered during the day as well.

Teachers who have had to adjust to a large influx of adult students find that their teaching has improved and that their classes have become more dynamic. Adults tend to be more focused than younger students are on applying their learning and, more motivated to complete their education. Adult students, veteran educators are discovering, bring with them a sobering dose of pragmatism that cannot help but affect the learning environment. Their life experiences enrich classroom discussions and force both students and teachers to test theory against reality in a variety of disciplines, from ethics to business administration.

The career experiences of adult students can provide valuable insights that resourceful teachers can blend with instructional goals quite effectively. For example, using management by objectives as a teaching strategy can transform ordinary classes into team efforts that frequently yield outstanding results.

Using this strategy, teachers cast themselves as managers or supervisors of teams of students and assign each team a task to be completed by a certain deadline. Since adults on a team often are experienced in meeting deadlines on their jobs, they can show younger students methods for coping with deadlines. More important, project management provides a format familiar to working adults, including limited goals that students of all ages can see as achievable.

It is also true, however, that teaching adults can be challenging in unexpected ways. For example, instructors must learn to juggle several different roles simultaneously. Some adult students continue to see professors as traditional authority figures. Others seem to require mentors and guides. A third group sees their instructors as equals whose expertise differs from their own. And sometimes the same student is looking for a little of each of these roles at different times during a course. Clearly, the range of roles that the teacher

of adult students assumes is broader than that for traditional-aged college students.

A pitfall of teaching adult students is that if their employers have underwritten their tuition costs for a particular academic program, some students may see their instructors as temporary employees of the company and demand a program designed especially for them. Others will see their teachers as the university's customer-service representatives to whom all manner of complaints can be made. Professors must resist such roles because they can

undermine their primary responsibility, which is to teach. Indeed, they must realize that they may not be the best problem solvers for students. When this is so, professors should be prepared to refer students to a more appropriate academic administrator and provide a short list of telephone numbers. Professors must portray the college or university as independent of any corporate sponsor and themselves as more than employees.

The Influx of Older Students Can Revitalize College Teaching

undermine their primary responsibility, which is to teach. Indeed, they must realize that they may not be the best problem solvers for students. When this is so, professors should be prepared to refer students to a more appropriate academic administrator and provide a short list of telephone numbers. Professors must portray the college or university as independent of any corporate sponsor and themselves as more than employees.

IDEALLY, universities should properly orient professors who will be teaching large numbers of adult students for the first time, preferably using faculty members already experienced in teaching such students.

Particular problems may arise if courses are offered, as is increasingly the case, at



STYLING: MARJORIE FOR THE CHRONICLE

courses, the cohort model has the benefit of offering adult students who know what they want a specific plan for earning degrees in the shortest possible time. For the professor, the cohort model provides students who are both motivated and focused.

Professors unfamiliar with this type of program, however, may find it disconcerting at first. Unlike traditional college classes, everyone in the class gets to know each other after the first few sessions. Therefore, the teacher of a class in the middle of the students' course of study has to deal with the group identity that already has developed. In addition to handling individual students.

WHILE the cohort group can provide an extremely supportive environment for teaching and learning, it also can be, on rare occasions, a professor's class from hell. A group determined to have its own way may go on strike or even attempt to replace the instructor. Professors should try to avoid power struggles with students over who "owns" the group and should appeal to students' interest in completing the program.

Most adult students cannot afford a leisurely exploration of university courses. Time is the biggest constraint, especially for mid-career professionals who have families and social obligations in addition to their course work and full-time jobs. In general, the more professors demonstrate an understanding of adult students' time constraints, the more successful their classes will be.

Professors should be prepared to accept late assignments within specified limits, without penalizing students' grades; to emphasize the importance of proper time management from the beginning of the class; and to encourage the group to come up with options for completing assignments within limits that are fair for all the other students. The net effect will be that the adult students will cooperate enthusiastically, and the quality of their work will improve.

Teachers of working adults have found that they need to pay particular attention to the pacing of classes. Given that students are likely to have had an eight-hour work day before class, continuous lecturing would be disastrous. And because many classes offered especially for working adults meet only once or twice a week for three or four hours, instructors need to prepare several different segments of instruction for each class.

Video presentations and interactive exercises help break large blocks of class

Continued on Following Page

LETTERS TO THE EDITOR

Are There Too Many High-Paid Full Professors?

TO THE EDITOR: When I first read Andrew Hacker's piece, "Too Many Full Professors: a Top-Heavy Pyramid" (March 8), I guiltily unclipped my customary weekday golfing expedition, let my Mercedes in the garage, and connected to the computer to do an act of public penance. Let me confess: I make a salary, which after graduate training and almost 30 years in the profession, approaches, perhaps 30 per cent of the salary of a reasonably successful lawyer or physician, not to mention the pay (therefore bonus) of the CEO of a failing U.S. airline or auto corporation.

I confess to growing older and thus, doubtless, becoming less and less able to communicate not only with 18-year-old students, but with my 17-year-old daughter. If enough of us fat cats come forward, perhaps a pardon will be granted. But before we line up for a repositioning of ashes, it just may be possible to say something on the other side of the question.

Though there are elements of truth in Professor Hacker's picture, I'm afraid that various governing boards, public officials, and others would seize upon his proposals as an excuse for institutional downsizing rather than for opening the ranks in newly minted Ph.D.'s.

I don't know how things are in the City University of New York these days, but in the University of Illinois system, many department heads and deans have no guarantee under the current budget crunch that if a full professor retires tomorrow, that line can be retained in being in even one assistant professor. Under these circumstances it is, arguably, not too casual to say that we'd damn well better hope that a few of our higher-paid colleagues stay on board to protect institutional investment in instruction until society at large decides that it can afford to support a sufficient number of entry-level positions to insure our replacement.

Of course there are better reasons for hoping that an adequate number of full professors remain on hand to help steer our institutions through

the next few years, especially since younger members of the faculty have neither the time nor incentive to engage in faculty governance before the advent of tenure. Professor Hacker, however, seems to me to come perilously close to the assumption that age is automatically suspect, youth automatically preferable.

The declaration that it is somehow in itself a "bad" thing that students "increasingly are taught by professors who are even older than their parents" ignores the fact that good and bad teachers exist at all ranks and ages. Personally, I'd rather take my chances on the experienced senior teacher or the much-maligned

when it comes from the ranks of the professoriate itself.

I find it remarkable that Professor Hacker's indignation is reserved for persons toward the end of their careers, whose salaries have already leveled off in many cases, whereas he says nothing about the phenomenon of administrative bloat, particularly in staff positions that call for no particular ability to lead higher education or to deal with the public or the legislature. Perhaps his real home line is the recognition that our counterparts in Ames, Iowa, have more discretionary money than he or I do—hardly, no doubt, but truly the basis for a populist campaign.

LAWRENCE POSTON
Professor of English
University of Illinois at Chicago
Chicago



TO THE EDITOR:

It was disturbing to read the comments about the glut of full professors written by Andrew Hacker himself a full professor! Although this personnel situation may create some budgetary and administrative problems, many of Professor Hacker's opinions could easily lead to bigger problems if taken even slightly out of context by opponents of higher education. An average salary figure of \$109,100 might seem high in some circles, but this is the salary of people at the pinnacle of their fields, living in an area with an extremely high cost of living. (How it can seem high to Dr. Hacker from his vantage point in the New York metropolitan area is beyond me.)

In the same week that I read this article, I read also about plastic surgeons in all levels of their field averaging more than double that figure, about a baseball player with a .250 batting average (which means that he successfully gets a hit only once out of every four times at bat) who earns \$4-million a year, and about heads of falling corporations who earn tens of millions in annual salary and bonuses. Are we academics so insecure that we find it necessary to apologize for earning enough to support our families, even when it is considerably



"You have to make a hasty decision: What means more to you, your glowworm research or Star Wars?"

less than what is earned by even the most mediocre professionals, executives, and bullfighters? In academia as elsewhere, higher salaries are associated with quality and success of the organization. Most of the institutions cited by Professor Hacker for being top-heavy with "highly paid" full professors also have reputations for excellence in both teaching and research. These reputations have been created, in large measure, by the very people Professor Hacker wishes would step aside.

If asked to recommend a good university to which a bright high-school student could apply, would Professor Hacker recommend Aarnet University over Harvard University? If he had reason to go back on the job market, would he choose a school that paid only less than a market salary or has he accepted an appointment to senior rank? Or would he expect his achievements to be recognized in the traditional way?

RICHARD PARKER
Associate Professor of Marketing
Wayne State College
Wayne, N.J.

TO THE EDITOR:

I applaud Andrew Hacker's opinion that too many colleges have too many full professors who are paid too much, individually as well as collectively. Almost all of his suggestions are meritorious, although I doubt that most have any chance of being implemented. The one suggestion I don't like is that we should give tenure but not full professorships to faculty who put their energies into teaching rather than research.

This would only contribute to the spread of the already widely endorsed view that teaching really doesn't count when push comes to shove. (Isn't it fundamentally immoral to base our institutional reward structures on intellectual self-aggrandizement rather than on service to our students and their families?) We ought rather to reward successful researchers with more money to do what they do best, and to do what they do best, leaving rank and salary the same for both sets of people.

My home institution, a small college in Pennsylvania that I will not

name here, pays assistant professors very well by national standards. It full professors only about \$80,000 a year. Our philosophy is that young faculty need more than they need paid elsewhere, and older faculty less. Consequently there is no shortage of funds for buying instructional equipment and books for the library and for the maintenance of buildings. At many public institutions in this state, the physical plant is quite literally falling apart, a direct result of the fact that faculty there are paid so much, all the more so when the cost of living in a rural place where most such institutions are located is considered.

Why am I dubious about the future of Mr. Hacker's proposal? Call it self-interest, economic rights, or what you will, but the fact that people will fight very hard to protect their own turf, and faculty are no different from anyone else, is a fact. Too many faculty really want structures to remain as they are. They like a system that values research much more than teaching when most of the bill is left paid by people who value teaching more than research. They like a system that gives them lifetime security who wouldn't? Even if it were to keep younger people out of equilibrium positions, and even if the same security is not enjoyed by other university employees, above all, they like a system that puts them at the center of that little universe called the university; arrogance has always been the most serious occupational disease.

In short, solutions to the local problems at many universities are not with legislatures or wealthy alumni. They lie rather with ourselves. EDWARD B. DAVIS
Mellon Fellow in the History Center for the History Center of the University of Pennsylvania
Philadelphia

TO THE EDITOR: Professor Hacker would see us full professors "sharing some of our financial good fortune with those who want to carry on our calling." I did that already. I gave up a head income, first as a graduate student and then as a junior instructor paying

OPINION

any student loans. My three children grew up in poverty, denied all advantages a physician's children take for granted.

Now Professor Hacker would have me inflict the same damage on grandchildren. That's not just unreasonable; that's vicious.

JIM PENAV
Professor of Philosophy
Date Rape Campus
Hillsborough Community College
Tampa, Fla.

Date-rape statistics and expert opinions

TO THE EDITOR: I was disappointed to see The Chronicle giving precious space to the article by Professor Hacker, which is another non-expert who has bashed "feminists" in such right-wing platforms as *The Wall Street Journal* and *The Public Interest*. These publications select their coverage more for conservative political correctness than for empirical accuracy, but *The Chronicle* should have higher standards.

Indeed, of course, the two-page spread given to Neil Gilbert for his critique of date-rape research. To compound the problem, your headline refers to Mr. Gilbert as a "Bulky Scholar" and to his target as "Feminists." ("A Berkeley Scholar Clashes With Feminists Over Validity of Their Research on Date Rape," February 26, . . .)

It is a professor, but not in the area of sexual violence. The researchers he attacks have done methodologically sophisticated scientific studies and published their results in peer-reviewed journals. To enhance his status by referring to him as a scholar and to denigrate theirs by referring to them as feminists, as if their positions were political rather than scientific, is to play into the confirmation bias of our peers. . . . that we are right." Consequently, academic truths represent the rough consensus

of Mr. Gilbert is, of course, entitled to his opinions. The fact that they have received so much attention is not, as your article claimed, an opening salvo in a battle between overpaid statistics, but simply another indication of the power of the media to attack on a favorite target. The fight has been going on for years and will no doubt continue.

You have a right to report on the coverage of his opinions, but your military metaphors and your unfortunate headline give those opinions much more attention and credibility than they deserve. Instead, perhaps you should have devoted those two pages to the serious problem of date rape, as you have referred to Gilbert in passing as "a scholar" and some people defend in conservative circles who question the statistics, and given your attention to the real scholars on the issue.

JOAN E. CROWLEY
Assistant Professor of Clinical Justice
New Mexico State University
Las Cruces, N.M.

TO THE EDITOR: Andrew Hacker's and Neil Gilbert's assertions may not be as far apart as they claim.

If the legal definition of assault is a lesser number of women will be identified as victims of sexual assault. The legal definition of assault requires that the victim feel threatened by the behavior or have been physically harmed. If we add together the number of women who reported sexual assault and the number of women who reported they had been victims of date rape, we would find that the number of women who reported sexual assault and date rape would be much larger than the number of women who reported sexual assault alone. This would validate the results of Mary Koss.

In response to a questionnaire sent by Tavon State University's Campus Violence Prevention Center to a random sample of 60,000 students nationwide, 9 per cent of the women reported that they had been victims of sexual assault. . . . An additional 4 per cent reported that they had been victims of date rape. One-half of 1 per cent reported being victims of rape. These numbers are exceptionally close to those reported in the Koss study. . . .

DOROTHY STEGEL
Executive Director
Campus Violence Prevention Center
Tavon State University
Tavon, Md.

Liberals, conservatives, the media, and the truth

TO THE EDITOR: Gregory S. Jay fears his "side" which he misidentifies as "liberal" is losing the debate over the intellectual health of our universities because it hasn't been able to communicate its most significant achievement, changing the truth ("The First Round of the Culture Wars," Opinion, February 26).

Had the last quarter century of feminism in the humanities indeed produced an astonishing body of new knowledge about the human condition, he might well have a point. But they have not, largely for reasons revealed by his fuzzy and unhelpful notion of what truth is and how it is discovered.

While changing truth involves looking for evidence, making arguments, and testing hypotheses, Jay tells us, finally "we must persuade audiences of our peers. . . . that we are right." Consequently, academic truths represent the rough consensus



of a professional community as it evolves over time and depend upon "the establishment and use of professional criteria." There is a certain amount of studied ambiguity in all of this, but the heart of the message seems to be that truth is what some particular circle of authorities believe it to be at a given moment.

Perhaps one recent, glaring piece of evidence in support of this AAS study is the article by a distinguished professor at the University of Alberta—favorably peer-reviewed and published in the *Cambridge Journal of Physics*. This "scientific" observational study blames most of the ills of modern society, including corruption and cheating, on working mothers.

Such attitudes are easier to understand—if not condone—when one considers the fact that modern science faculty are men. A 1990 report by the National Science Foundation shows a total of 151,400 men teaching in science departments at four-year colleges and universities, compared with 34,900 women. While 104,400 (68.9 per cent) of the men were tenured, only 12,600 (36 per cent) of the women had received tenure.

My own field of medicine mirrors the trends found in science. Although women now make up 38 per cent of medical students and women's academic performance is virtually indistinguishable from men's, women rarely

QUOTABLE

"The astonishing thing is that young women pursue careers in science and medicine at all!"



BACK IN THE 1960's, when I was in medical school, it was a widely held view among physicians that all women should have their children before the age of 30. Illnesses like endometriosis were seen as punishment for delaying having children. Needless to say, these widely accepted medical views owed more to social conditioning than to science.

Today, few in the biomedical professions would admit to holding such unscientific views. In fact, now the punishments come to women who do have their children while in their 20's—at least among women in the sciences.

One recent study that focused on gender differences in the careers of 460 former National Science Foundation postdoctoral fellows showed that women who had children during their postdoctoral years did not attain the academic and leadership positions that the other women—and men—in the study population achieved.

But let's not blame the babies. Other studies have shown that both married and single women scientists and engineers have higher rates of unemployment and underemployment than their male counterparts. As in so many other fields, women in science eventually hit either the "mommy track" or a "glass ceiling."

According to studies conducted by the Pew Charitable Trust Science Education Program and researchers at the University of Colorado at Boulder, fewer women than men declare science as a major in college, and a greater proportion of women abandon science for other majors. As a graduate of Vassar—then a single-sex school—I note that there is an interesting exception to this trend: All women's colleges lose fewer of their science majors to other fields. Based on my personal experience, I believe that women's colleges can engender an environment and a mindset in which there are no barriers based on gender, an environment that encourages women to pursue "nontraditional" fields—like science and medicine.

Why do women drop out of science?

A study by the American Association for the Advancement of Science found that women in science classes are subject to more negative treatment than their male colleagues—by both faculty and other students. Perhaps one recent, glaring piece of evidence in support of this AAS study is the article by a distinguished professor at the University of Alberta—favorably peer-reviewed and published in the *Cambridge Journal of Physics*. This "scientific" observational study blames most of the ills of modern society, including corruption and cheating, on working mothers.

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My own field of medicine mirrors the trends found in science. Although women now make up 38 per cent of medical students and women's academic performance is virtually indistinguishable from men's, women rarely

percent of all faculty members. However, they occupy what might be called an academic ghetto: 49.9 percent are clustered at the assistant-professor level, while only 9.8 percent have achieved the rank of full professor. Today, no medical school is headed by a woman dean; in 1990, there were two.

ONCE THEY HAVE SURVIVED the rigors of their education in the classroom, the laboratory, and the faculty lounge, how do women scientists and K-12's fare in securing support for their research? The good news is that women's share of research grant money from the National Institutes of Health has doubled since 1981, and in 1990-91, women's and men's success rates for competing research project grants became virtually equal. However, women submitted and received only 19 per cent of these awards.

Another difference is that women's research is a bargain: Women applicants request less money than their male colleagues, on average about \$30,000 less. Thus, in 1990-91, women received a mere 16 per cent of funds for research project grants. . . .

In view of some negative treatment in the classroom and discouraging employment and funding prospects, the astonishing thing is that young women pursue careers in science and medicine at all!

But it is fortunate—and important—for our country that they do. By the year 2000, women and minorities will account for 50 per cent of the new workers. Coupled with the fact that, if current trends continue, the United States will face a shortage of scientists and physicians by the end of the century, it is safe to say that sustaining America's scientific and biomedical preeminence depends upon strengthening—and retaining—talented women and minorities.

If we are to ensure our country's future competitiveness, we must change the prevailing culture—the rules of the game—in our classrooms, boardrooms, laboratories, and faculty lounges. To do so, we must recognize that brains, not brawn, will dominate the next century, and that means more than ever we must top into the brain power of women. . . .

Eighty years ago, when British women were trying to win the right to vote, they played by men's rules: They broke windows in Parliament Square. Many of the women were treated brutally and arrested. Their leader, Emmeline Pankhurst, pointed out that every advance of men's rights has been marked by violence and the destruction of property. She defended the women's actions, saying, "What should women go to Parliament Square and be battered about and insulted, and most important of all, produce less effect than when they throw stones? We tried it long enough. We submitted for years patiently to insult and assault. Women had their health injured. Women lost their lives. . . . After all, it is not a woman's life, is not her health, are not her limbs more valuable than panes of glass? There is no doubt of that, but most important of all, does not the breaking of glass produce more effect upon the Government?"

While I am not advocating that American women in science resort to such behaviors—or even to the breaking of (lost) tubes—it is clear that all of us in the scientific community have a lot of breaking to do—especially old rules, self-defeating habits, and glass ceilings.

—Bernadine Healy, director of the National Institutes of Health
in the March 13 issue of Science

The Influx of Older Students Can Revitalize Teaching

Continued From Preceding Page

time into smaller units, and photocopied material and hand-out exercises can change the pace or illustrate a point in a lecture or help focus class discussion. While these strategies are frequently used in traditional classes, they are more optional for a class that meets three or four times a week for an hour. They assume much greater importance when lectures alone would not be good pedagogy.

TEACHING OLDNESS raises in host of other questions. Should learning always be measured in three-unit chunks of course work? Can learning be measured realistically in Carnegie units of "sent time"? Is grade inflation such a bad thing if higher grades reduce students' anxiety and thus help them to concentrate more on learning and less on grades? Do accreditation teams take into account the dynamics of non-traditional classes when evaluating university programs? What are the boundaries between job training and education? Contemplating these questions can be liberating for teachers, since challenging the popular assumptions about education often generates innovative thinking about how students learn best. The result may be more creative, and hence more effective, teaching.

Teaching adult students also encourages instruc-

tors to be creative in how they approach their subject matter. As Julie Thompson Klein, an associate humanilities professor at Wayne State University, stresses in her book *Interdisciplinary* (Wayne State University Press, 1990), neither the problems of society nor their solutions are neatly compartmentalized into disciplines. Many adult students seem to know this truth—however instinctively—better than their professors do. Therefore, in teaching adults, instructors may need to approach their subject matter through more than one discipline and learn more about fields related to their own. To be more persuasive and effective, a professor of classics may want to introduce students to theories in a discussion of ancient civilization, for example; a professor of economics may connect developments in physics, chemistry, religion, or politics to lectures on economic theory.

Eventually, of course, the best that has been developed in programs for working adults will filter into and students of all ages have much to gain from changes occurring in response to the wave of adult students.

William Gliczowski is assistant professor of interdisciplinary studies at the University of San Francisco.

Letters to the Editor

Continued From Preceding Page
demie popularity as the test of truth that Jay can make his case that there is about the social construction of sexuality and the critical deconstruction of texts represent intellectual breakthroughs. But no matter how huge an academic challenge Jay attempts to sing the praises of these "breakthroughs," serious scholars, whatever their political persuasion, will continue to believe that something is terribly amiss with the brand of scholarship he evidently represents.

STEPHEN H. BALCH
President and Executive Director
The National Association of Student
Principals, N.J.

TO THE EDITOR:

There is much to admire in Gregory S. Jay's article, including his contention that "we face a messy reality in education: There is no easy road line between opinion and truth, and our job has to be the drawing of that line."

However, Professor Jay is not doing his job when he asserts, "The conservatives have a huge financial support network and are given frequent space in the pages of *Newsweek* as well as *Commentary*, *The New Yorker*, and *The Wall Street Journal*." Surely Jay jests.

He must know that there are only four relatively small conservative foundations in the United States, whose assets in the aggregate are nowhere near those of the Ford Foundation or the MacArthur Foundation. Surely, he must know that *The Wall Street Journal*, *The Washington Post*, *Los Angeles Times*, and *The Boston Globe* have more influence and greater readership than *The Wall Street Journal*. While I'm bemused by his belief that *Newsweek* is giving frequent space to conservative opinion, Professor Jay neglects to mention *Time* magazine's almost total devotion to liberal views. And I suspect Professor Jay knows that the circulation of *Mother Jones*, *The Nation*, *Dissent*, *The Progressive*, *Harper's Magazine*, and *The Atlantic* is larger than the few conservative journals he cites.

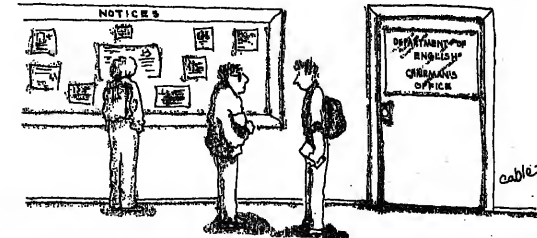
Yes, there is a fine line between truth and opinion, and Professor Jay would be well advised to find it.

HEARST J. LONDON
Dean of the College Division
New York City

The charges of conflicts in the loan debate

TO THE EDITOR:

Your February 19 article "College Officials' Ties to Financial Interests"



THE CHRONICLE OF HIGHER EDUCATION

"I'm pleased, Mr. Fenton, that Willa Cather and Herman Melville made your short list."

dents and families and maintain our struggles with the college community. We only hope that election-year politics will not be used to eliminate a tested and successful public-private partnership for an unstated direct-lending system.

LAWRENCE W. O'TOOLE
President
The New England Education
Loan Marketing Corporation
Rumney, Mass.

TO THE EDITOR:

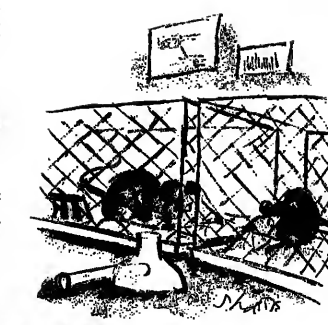
I read with more than a passing interest your February 19 article. . . . Although I don't recall "angrily" refuting anything, I was very disturbed by the nature of the inquiry and the thrust of the questions being raised. My concern related not to the suggestion that my firm was somehow involved in persuading our clients to get on the "anti-direct-loan bandwagon." Quite the contrary, since I had steadfastly refused to raise the issue within the United Negro College Fund. And I regard the suggestion that our presidents—all of whom are African American—cannot think for themselves in the public-policy arena, but must be informed or directed by bankers and others in the guaranteed-loan community, as personally offensive and smacking of racism.

The public record will show that John L. Henderson, president of Wilberforce University, was the first UNCF spokesperson to express reservations about direct lending—long before there was a Simon-Durenberger bill—in response to a question from Sen. Nancy L. Kassebaum at a March 21, 1991, hearing of the Senate Subcommittee on Education, Arts, and Humanities. He said: "I can't speak for all college or university presidents, but I certainly feel that with any connection to or alliance with any other person or entity in the higher-education community, we will exclude everyone! Being a not-for-profit does not exempt an entity from scrutiny for possible conflict of interest, nor should we infer guilt because one is a not-for-profit entity."

This position, which was echoed by Oswald P. Brown, president of Bethune Cookman College, during October 29, 1991, testimony, is the only one advanced on behalf of UNCF. It was uttered by a president, not UNCF's corporate board.

It is ironic that most of the direct-loan debate has been carried on between lenders/guarantors and large research universities, while those who have the most invested and the most to lose if the *untested* notion is implemented—millions of student borrowers and thousands of medium and small-sized colleges and universities—have played little or no role.

Those who may see their direct-loan dream evaporating into a serious test of its fiscal feasibility and institutional practicality may have chosen character assassination and immen-



THE CHRONICLE OF HIGHER EDUCATION

"Bad news. We're getting teared."

do as a substitute for fact and the best interest of students.

I am not sure where the idea for the February 19 article came from nor why someone chose to suggest that William L. Henderson and Paul Blaney were devils reincarnated. When I do know is that I have spent 25 years building a professional reputation of which I am proud. Some of these making charges of disinformation did not know the difference between a Pell Grant and a Food Stamp two years ago. It is simply unfair and inaccurate to impugn the veracity of persons who have labored in the vineyard of higher education for the betterment of students most of their professional lives, with no basis in fact to support these allegations. If we choose to discount every person with any connection to or alliance with any other person or entity in the higher-education community, we will exclude everyone! Being a not-for-profit does not exempt an entity from scrutiny for possible conflict of interest, nor should we infer guilt because one is a not-for-profit entity.

Let's stop assigning blame and looking for skeletons in everyone's closet. Or better yet, "Let him who is without sin cast the first stone."

WILLIAM A. BLANEY
Attorney
Washington

TO THE EDITOR:

. . . To imply that either personal gain on the part of campus-aid administrators or benefits derived by the National Association of Student Financial Aid Administrators through certain kinds of relationships might be put before the financial needs and interests of our nation's students is an inaccurate interpretation of both the style and distinctive characteristics of our profession.

The practice of financial-aid administrators has been and continues to be the thoughtful evaluation of all sides of any issue related to postsecondary-education financing and active engagement in dialogue among ourselves, as well as with all interested parties.

A recent example is the discussion that was promoted on the issue of direct lending at the meeting of NASFAA's board of directors last November. The dialogue was lengthy and was characterized by full description of the proposals for change and the varying points of view. No points of view were excluded from discussion. Ultimately, a resolution was passed by the board and was broadly communicated.

As we continue to participate in

the work of reauthorizing the Higher Education Act of 1965, providing NASFAA in the thick of it, we are not sure where the idea for the February 19 article came from nor why someone chose to suggest that William L. Henderson and Paul Blaney were devils reincarnated. When I do know is that I have spent 25 years building a professional reputation of which I am proud. Some of these making charges of disinformation did not know the difference between a Pell Grant and a Food Stamp two years ago. It is simply unfair and inaccurate to impugn the veracity of persons who have labored in the vineyard of higher education for the betterment of students most of their professional lives, with no basis in fact to support these allegations. If we choose to discount every person with any connection to or alliance with any other person or entity in the higher-education community, we will exclude everyone! Being a not-for-profit does not exempt an entity from scrutiny for possible conflict of interest, nor should we infer guilt because one is a not-for-profit entity.

Causes, solutions to borrowing research library

TO THE EDITOR:

Your recent article about the crunch for research libraries in the United States and the need for a new approach to the problem of borrowing research library materials is a very timely one. I am not sure where the idea for the February 19 article came from nor why someone chose to suggest that William L. Henderson and Paul Blaney were devils reincarnated. When I do know is that I have spent 25 years building a professional reputation of which I am proud. Some of these making charges of disinformation did not know the difference between a Pell Grant and a Food Stamp two years ago. It is simply unfair and inaccurate to impugn the veracity of persons who have labored in the vineyard of higher education for the betterment of students most of their professional lives, with no basis in fact to support these allegations. If we choose to discount every person with any connection to or alliance with any other person or entity in the higher-education community, we will exclude everyone! Being a not-for-profit does not exempt an entity from scrutiny for possible conflict of interest, nor should we infer guilt because one is a not-for-profit entity.

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As we continue to participate in

THE ARTS

Elaborate Russian Fashion; the 'Audacious' Peter Brook

A hand-dyed linen and calico costume designed by Elena and Eugenia Plevinskaya, seen at the Fashion Institute of Technology's Russian fashion show this month.

By Zoë Ingalls

MENTION RUSSIAN FASHION and most Americans think drab: "They see women in babushka and ill-fitting coats on bread lines," says Debbie Gioello, chairman of the fashion-design department at the Fashion Institute of Technology.

Anyone in the audience for a showing of works by 12 Russian designers, held recently at FIT, was forced to shed such preconceptions immediately. Ms. Gioello says, so striking were the beauty and intricacy of the designs.

"The clothes were elaborate—elaborate in the richness of the color, the details, the embroidery, the amount of work put into them," she says.

"They were impeccably made," she adds.

The show, "From Russia With Love," was mounted in collaboration with Cultural Contacts International Ltd., a non-profit organization that collects and promotes Russian textile and costume arts in the United States.

Inspiration for the clothes in the show came from a wide variety of sources, including folk art, icons, and even architecture.

Mr. Brook, the 66-year-old director who rose to international prominence during the 1960's for his work with the Royal Shakespeare Company, has continued to spark the imaginations of some critics and break the noses of others.

In 1970, for example, Mr. Brook staged *A Midsummer Night's Dream* with elements from the circus: The lovers were jugglers; the fairies were trapeze artists; the rustics, clowns. The production was viewed as irreverent by some, brilliant by others. It is now "generally considered a landmark production," says Ms. Burkmann, a professor of English and a specialist in modern drama at the Ohio State University.

Although best known for his work in theater, Mr. Brook has also directed film, television, and opera, including an acclaimed 1983 production of *The Tragedy of Hamlet* at Lincoln Center. He is the co-director of the Royal Shakespeare Theatre and director of the International Centre of Theatre Research in Paris.

This month Mr. Brook became the first recipient of the \$50,000 Warner Prize, which will be awarded annually by the Warner Center for the Arts at Ohio State. The award honors a person in any artistic field whose "highly original and influential work has consistently challenged conven-

tion." Certainly Mr. Brook is "one of the great innovators of our time in modern theater," says Ms. Burkmann. "But he's done a lot of classics, so his innovations do not come out of nowhere—they are grounded in tradition."

In 1970 Mr. Brook founded the International Centre of Theatre Research. Over the next three years, his company performed in Iran and throughout Africa with experimental performances called "carpet shows."

"They'd literally put down carpets on the grass and perform," Ms. Burkmann says.

In 1985 he produced what has been called the "theater event of the decade." *The Mahabharata*, a nine-hour extravaganza based on the Sanskrit epic that includes the *Upanishads*, a sacred book of Hindu philosophy.

Mr. Brook's recent work reflects his vision of a "global theater" with international casts, she says, and his 1991 production of *The Tempest* featured a black Prospero.

Some 25 years ago Mr. Brook wrote a seminal work, *The Empty Space*, in which he criticized modern theater's overemphasis on "visual" decoration, realism, and psychological explanation," Ms. Burkmann says. He urged a return to immediacy and the kind of theater that engages the audience's imagination.

Today Mr. Brook is still striving to fill the stage with originality. For him, "the empty space is never there to create what was," says Ms. Burkmann, adding: "He is always exploring. He was very young when he started, and he's still very young in his 60's. He's still exploring not if he were a young, headstrong innovator."



JOHN BURKMAN, FASHION INSTITUTE OF TECHNOLOGY

they're trying to make: From nothing, something elaborate comes."

"AUDACIOUS" is an apt way of describing the work of Peter Brook, one of the most influential forces in contemporary theater, says Katherine H. Burkmann.

Mr. Brook, the 66-year-old director who rose to international prominence during the 1960's for his work with the Royal Shakespeare Company, has continued to spark the imaginations of some critics and break the noses of others.

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Kalgoorlie

WESTERN AUSTRALIAN SCHOOL OF MINES
Western Australia, a major producer of gold, nickel, iron, aluminum, diamonds and a wide range of other minerals, is seeking a highly motivated and experienced person to join the staff of the School of Mines. The School is currently seeking a person to join the staff of the School of Mines. The School is currently seeking a person to join the staff of the School of Mines.

**Professor (Tenurable)
MINERALS ENGINEERING AND
EXTRACTIVE METALLURGY (Ref 1811)**

Applications are invited for the position of Professor and Head, Department of Minerals Engineering and Extractive Metallurgy. The Department offers programs for Bachelors degrees in Minerals Engineering and Extractive Metallurgy, a Postgraduate Diploma in Extractive Metallurgy, and a Masters degree in Minerals Engineering. The Department is currently seeking a person to join the staff of the School of Mines. The School is currently seeking a person to join the staff of the School of Mines.

Salary range: \$73,000-\$77,000 (fixed), with possible progression on allowance. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

**FULL PROFESSOR
OF INFORMATION SECURITY
(Tenurable)**

Queensland University of Technology is one of Australia's newest and largest universities with 23,000 students. The Faculty of Information Technology comprises the School of Computing Science, the School of Information Systems and the Information Security Research Centre (ISIRC). The ISIRC was established in 1988 in response to escalating concerns regarding the security of complex computer and communication systems. The Centre has since earned international respect for its development of information security research and education. It is currently seeking a person to join the staff of the School of Information Security.

QUALIFICATIONS/EXPERIENCE: Applicants should meet the university criteria for appointment as Professor. Applicants should have a proven record of research and teaching in information security. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

APPOINTMENT: Permanent appointment is available at the level of Professor. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

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**UNIVERSITY
COLLEGE DUBLIN**

Applications are invited by the Governing Body of the College for the following full-time statutory posts:

**PROFESSORSHIP OF MUSIC
(Ref: 32/92)**

Prior to application, further information (including application procedure) may be obtained from the Personnel Officer, University College Dublin, Belfield, Dublin 4 (quoting job reference). Telephone enquiries (+353-1-2993244 ext. 1412/1053, FAX +353-1-2993449).

The closing date for receipt of completed applications is Thursday, 28 May 1992.

U.C.D. is an equal opportunities employer

**When you need
to fill a job
fast**

There's nothing in all of Academe to compare with The Chronicle's "Bulletin Board" pages:

- * Get your ad to us by 2 p.m. Monday, eastern time, just 3 1/2 days later, will be printed and on its way to our 418,000-plus readers.
- * We'll gladly set the type for you, without charge—in either agate or an attention-commanding "display" format. If you prefer, we'll use your camera-ready copy.
- * Your ad will be properly positioned or indexed—convenient for our readers and effective for you.
- * You'll find no premium "late charge"; fast service is the norm at The Chronicle, and you pay nothing extra for it.
- * Write, phone, cable, telefax, or fax: It's easy to reach The Chronicle, and we'll be delighted to serve you.

For more information,
please call (202) 466-1055

**Professorial Position
Petroleum Geology**

**NATIONAL KEY CENTRE FOR TEACHING AND
RESEARCH IN RESOURCE EXPLORATION (Ref 1812)**

Applications are invited from suitably qualified persons to fill a full-time position in the National Key Centre for Teaching and Research in Resource Exploration. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

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**HORRY-GEORGETOWN
TECHNICAL COLLEGE**

FACULTY POSITIONS

The College is a two-year community college located in Horry County, South Carolina. The college is currently seeking a person to join the staff of the College. The College is currently seeking a person to join the staff of the College.

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**FACULTY POSITIONS
ROBERT MORRIS COLLEGE
Pittsburgh, Pennsylvania**

The following faculty positions are anticipated for September, 1992:

**ACCOUNTING
(Assistant/Associate Professor)**
Teaching competence in financial accounting.
C.P.A. and recent relevant experience preferred.

**COMMUNICATIONS
(Assistant/Associate Professor - 2 positions)**
Generalists to teach in two or more areas: basic writing, reading, literature, advertising, public relations, professional writing.
Coursework in rhetoric or linguistics desired.

**FINANCE
(Assistant/Associate Professor - 2 positions)**
Teaching competence in two or more areas including: corporate finance, financial institutions, portfolio management, investment analysis, financial forecasting, international finance, speculative markets.
Practical experience would be an advantage.

**MANAGEMENT
(Assistant/Associate Professor)**
Ability to teach business policy, labor-management relations, human resources management.

**MARKETING
(Assistant/Associate Professor)**
Emphasis in international marketing and ability to teach related marketing courses.

**SPORT MANAGEMENT
(Assistant Professor)**
Experience in the sport/recreation industry including but not limited to: facility management, programming, media relations, sport economics and finance, sport psychology, and sports management.

Successful candidates should have:
• Earned doctorate.
• Commitment to excellence in undergraduate and graduate teaching.
• Evidence of interest and ability to participate in scholarly activities and community/professional activities.

Robert Morris is an independent educational institution that has experienced rapid growth over the last two decades and is now in a dynamic development phase. The College serves nearly 5500 degree-seeking students in two locations: a 230-acre residential campus near the Greater Pittsburgh International Airport, and a center in the heart of downtown Pittsburgh.

Pittsburgh is one of the most livable cities in the United States and has a diversified economy that centers around high technology, education, research, and medical services. Recreational and cultural amenities in the community are outstanding.

Founded in 1921, Robert Morris College is a focused business institution offering undergraduate and graduate degrees in business administration and selective behavior of arts degrees in English and communication.

All interested applicants should apply to the:

Director of Human Resources
Narrows Run Road
Coraopolis, PA 15108

All inquiries will be held in strict confidence and applicants will be accepted until the position is filled.

Robert Morris College is an Equal Opportunity Employer.

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Lincoln University is an 1870 Land Grant and Title XII Institution located in the Capital City of Missouri. The University has a faculty degree student population of approximately 1,000 and offers Associate, Baccalaureate and Master's degrees.

LINCOLN UNIVERSITY HAS THE FOLLOWING JOB OPENINGS (All teaching positions are contingent on funding):
INSTRUCTOR OF ENGLISH AND HEARING DEAFNESS (Code #0081) Master's degree in English, English education, or hearing deafness. Two years' experience teaching both English and hearing deafness in a secondary or postsecondary educational environment. Desirable: April 1, 1992.

INSTRUCTOR OF MATHEMATICS (Code #0082) Master's degree in mathematics or mathematics education required. Two years' experience in teaching mathematics in the college level or in secondary education required. Experience in developing mathematics curriculum. Deadline: April 1, 1992.

PROFESSOR OF EDUCATION/DEPARTMENT CHAIRPERSON Department of Education (Code #0083) Applications and nominations are invited for the position of Professor of Education. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF HEARING DEAFNESS (Code #0084) Master's degree in English, English education, or hearing deafness. Two years' experience teaching both English and hearing deafness in a secondary or postsecondary educational environment. Desirable: April 1, 1992.

ASSISTANT PROFESSOR OF EDUCATION (Code #0085) Master's degree in Education. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF FINANCE (Code #0086) Master's degree in Finance. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF HISTORY (Code #0087) Master's degree in History. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF MATHEMATICS (Code #0088) Master's degree in Mathematics. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF PHYSICS (Code #0089) Master's degree in Physics. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF CHEMISTRY (Code #0090) Master's degree in Chemistry. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF BIOLOGY (Code #0091) Master's degree in Biology. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF POLITICAL SCIENCE (Code #0092) Master's degree in Political Science. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF SOCIOLOGY (Code #0093) Master's degree in Sociology. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF ANTHROPOLOGY (Code #0094) Master's degree in Anthropology. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF GEOGRAPHY (Code #0095) Master's degree in Geography. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF ENVIRONMENTAL SCIENCE (Code #0096) Master's degree in Environmental Science. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF HEALTH CARE ADMINISTRATION (Code #0097) Master's degree in Health Care Administration. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF BUSINESS ADMINISTRATION (Code #0098) Master's degree in Business Administration. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF MANAGEMENT (Code #0099) Master's degree in Management. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF MARKETING (Code #0100) Master's degree in Marketing. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

ASSISTANT PROFESSOR OF INFORMATION SYSTEMS (Code #0101) Master's degree in Information Systems. The position is a full-time position, with a salary range of \$73,000 to \$77,000. The position is a full-time position, with a salary range of \$73,000 to \$77,000.

Female and Minority applicants are encouraged to apply.

activities, coordinating work of considerable difficulty concerning planning, managing, and operating a university-wide centralized program for annual fund activities. These activities include developing a comprehensive program to acquire new annual donors

ment. Candidates must have 5-7 years' of fund raising experience, preferably in higher education, including corporate/foundation

1. [Download the PDF](#)

USO Local 45701
Albany, Ohio 45701

An Equal Opportunity, Affirmative Action Employer

Library Librarian II (p. 11). University of the Virgin Islands, P.O. Box 2100, St. John's, Virgin Islands. A four-year master's holding with completed 18 semester hours of graduate work in librarianship, involving full-time and part-time studies in applying for the position. A minimum of 12 semester hours of graduate work in library studies is required. A Master's degree in library studies is preferred. The successful candidate will be responsible for the following: 1) to teach and supervise the work of the library staff for six years of library as performed is required. The successful candidate will be consistent with CACEL, labor laws and original contract, agree contracts, and other applicable laws. For consideration, send resume and references to: Director of Human Resources, University of the Virgin Islands, St. Thomas, Virgin Islands 00982. Opportunity, Affirmative Action Employer.

THE UNIVERSITY OF TEXAS PAN AMERICAN LIBRARY DIRECTOR

THE POSITION
The Library Director is the chief administrative officer of the Library, who is responsible for the overall management of the library planning, administration, and operations. The Director is responsible for the library's budget, personnel, and the overall management of the library's collection. The Director is also responsible for the library's relationship with the academic community and the general public.

REQUIREMENTS
Applicants must hold a master's degree in library science from an ALA-accredited library school. An additional earned degree in library science or information science is preferred. A minimum of five years of progressively responsible administrative experience is required, preferably in an academic library. Applicants must demonstrate a commitment to the library's mission and a strong commitment to the University of Texas at Pan American.

QUALIFICATIONS
The successful candidate must be able to:
• Exercise initiative, creative and energetic leadership in building a library which supports the University's mission and vision.
• Manage the library's budget and personnel with maximum efficiency.
• Stimulate, develop and evaluate a staff of professional and clerical employees.

INTERVIEW
Applicants must meet with the search committee, the faculty, students, and other constituencies with whom the library's services are provided. The interview will be held on the campus of the University of Texas at Pan American.

THE UNIVERSITY
Founded in 1927, The University of Texas at Pan American is a state-supported comprehensive university with a student body of approximately 13,000 students and over 150 faculty members. The University is located in the heart of the Rio Grande Valley, a region of rich cultural diversity. The University is committed to the highest standards of academic excellence and to the advancement of the community.

LIBRARY
The University of Texas-Pan American Library contains over 250,000 volumes and over 1,500,000 microfiche. It is served by 12 librarians, a support staff of 67 paraprofessionals, and a budget of \$1.2 million. The library is a member of the American Library Association and the Association of Academic Libraries in Texas.

APPLY
Applications should be sent to: Mr. Antonio Villalobos, Director, University of Texas-Pan American, 1000 University Blvd., Edinburg, Texas 78539-3999.

Applications should include a current and complete resume, a thoughtful letter discussing the applicant's qualifications in relation to the position, and three letters of recommendation. Women and minorities are strongly encouraged to apply.

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Library Science Librarian, Portland State University, Portland, Oregon
The University of Portland is seeking a full-time, tenure-track Librarian for its Library. The position is responsible for the management of the library's collection, the development of library programs, and the provision of library services to the campus community. The successful candidate will have a master's degree in library science and at least five years of experience in a similar position.

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Georgetown University Law Center ASSISTANT/ASSOCIATE DIRECTOR OF ADMISSIONS

Georgetown University Law Center seeks an Assistant/Associate Director of Admissions to participate in all aspects of our successful admission process. Located just a few blocks from the U.S. Capitol, the Law Center offers an extremely varied portfolio of programs. Our community is both culturally and racially diverse with substantial evening and graduate divisions.

This position requires excellent communication skills; public speaking, interpersonal and writing. Responsibilities include participating in applicant review for both J.D. and LL.M. programs, meeting with applicants, and assisting with overall LL.M. admissions efforts. Extensive recruitment skills are required. The successful candidate must be able to:

- Exercise initiative, creative and energetic leadership in building a library which supports the University's mission and vision.
- Manage the library's budget and personnel with maximum efficiency.
- Stimulate, develop and evaluate a staff of professional and clerical employees.

INTERVIEW
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ASSISTANT DIRECTOR, ANNUAL PROGRAMS OFFICE OF DEVELOPMENT

Researcher seeks an enthusiastic, goal-oriented development officer to join a team of experienced, highly energetic professionals who will be responsible for seeking support from alumni and friends for gifts of \$50,000 and above for annual purposes. This person will work with a growing cadre of volunteers who will assist in the identification, cultivation and solicitation of Rensselaer alumni and friends in selected regions and across years. Primary responsibility will be for leadership gifts to the Rensselaer Fund and other Institute priorities.

The successful candidate will possess a Bachelor's degree or equivalent, a willingness to work aggressively in a fast-paced office that seeks to significantly increase the level of unrestricted support to Rensselaer, and the ability to travel approximately 25 percent of the time. Excellent organizational, written and verbal communication skills are required. In addition this candidate must be able to work cooperatively with other development professionals and senior volunteers. Familiarity with computers is desirable. Opportunities for growth and advancement are excellent. Salary commensurate with experience.

For consideration, send your cover letter and resume, along with a copy of this ad, no later than April 3, to: Employment Manager, Rensselaer Polytechnic Institute, 110 8th Street, Troy, New York 12180-3590.

Rensselaer

Rensselaer Polytechnic Institute is an Equal Opportunity/Affirmative Action Employer.

Teaching responsibilities will also be required. Master's Degree and/or graduate experience are required. This is a non-tenure track, 10 month appointment. Must be available by April 1, 1992, or sooner. Send application and resume to:

Dr. George H. H. Rensselaer
Director of Admissions
West Virginia Wesleyan College
Martinsburg, WV 26101

Deadline for application is MARCH 31, 1992. We WOULD BE AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

**STUDENT ACTIVITIES/
COLLEGE UNION**

Assistant Director for Programs of the Setzer Student Center, Lamar University, Beaumont, Texas. Responsible for all student programming and activities. The position is responsible for the development, planning, and implementation of all student programs and activities. The successful candidate will have a master's degree in student affairs and at least five years of experience in a similar position.

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BULLETIN BOARD: Positions available

Appalachian STATE UNIVERSITY

Residence Life Position AREA COORDINATOR (Live-on)

APPALACHIAN STATE UNIVERSITY invites applications for the position of Area Coordinator in the Department of Residence Life. The successful candidate will be responsible for the management of the residence life program in the Eastern Union area. The position is a live-on position and requires a minimum of five years of experience in a similar position.

RESPONSIBILITIES
• Supervision and management of a residence hall community of 1,200 students. Area Coordinator reports directly to the Director of Residence Life. Major responsibilities of the position include:
• Supervision, selection, and development of training programs for 4-6 graduate hall directors and 25-30 RA's.
• Supervision of the Central Staff.
• Supervision of departmental committees.
• Supervision and enforcement of University and residence hall regulations.
• Administrative functions for operation of community.

QUALIFICATIONS
• Master's degree in Student Personnel, Counseling or related field.
• 3-5 years of live-on residence hall experience.
• Experience in leadership development; alcohol education; non-violence; and conflict resolution.
• Salary and benefits: Starting salary \$20,574, plus state fringe benefits, health insurance, and other benefits.

APPLICATION PROCEDURE
• Submit a resume and cover letter to: Area Coordinator Search, Appalachian State University, Box 2608, Boone, NC 28608.
• Applications should be sent to: Mr. Robert L. Smith, Director of Residence Life, Appalachian State University, Box 2608, Boone, NC 28608.

INTERVIEW
Applicants will be interviewed by the search committee. The interview will be held on the campus of Appalachian State University. The successful candidate will have a master's degree in student personnel and at least five years of experience in a similar position.

THE UNIVERSITY
Appalachian State University is a public university located in Boone, North Carolina. The university is committed to the highest standards of academic excellence and to the advancement of the community.

LIBRARY
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MARICOPA COMMUNITY COLLEGE

COORDINATOR INSTRUCTIONAL TECHNOLOGY SERVICES

Maricopa Community College is seeking a Coordinator of Instructional Technology Services. The position is responsible for the management of the instructional technology program at the college. The successful candidate will have a master's degree in instructional technology and at least five years of experience in a similar position.

RESPONSIBILITIES
• Supervision and management of the instructional technology program.
• Development and implementation of instructional technology programs.
• Supervision and management of instructional technology staff.

QUALIFICATIONS
• Master's degree in instructional technology.
• 5 years of experience in a similar position.
• Salary and benefits: Starting salary \$20,574, plus state fringe benefits, health insurance, and other benefits.

APPLICATION PROCEDURE
• Submit a resume and cover letter to: Coordinator Search, Maricopa Community College, Box 2608, Phoenix, AZ 85008.
• Applications should be sent to: Mr. Robert L. Smith, Director of Residence Life, Appalachian State University, Box 2608, Boone, NC 28608.

INTERVIEW
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Congressional Research Service (CRS)

Specialist in American National Government or Public Administration & Assistant Chief Government Division

CRS works exclusively as a nonpartisan analytical, research and reference arm for the U.S. Congress. The Government Division provides information and analysis on subjects relating to the organization and practice of government in the U.S. in both the legislative and executive branches, and intergovernmental relations. Subjects include congressional organization and operations, legislative and executive operations and management, intergovernmental relations, legislative and budget processes, and political institutions and public opinion.

Position requires a Bachelor's degree and three years of specialized experience, one year of which must have been at the GS-15 level in the Federal service or at a comparable level of responsibility outside the Federal service. Specialized experience must have demonstrated a broad knowledge of American national government and/or public administration.

For more information concerning this job opening, please call the Human Resources Operations Office, Library of Congress, Washington, DC 20540 at (202) 707-4887 and request Vacancy Announcement No. 10546. Applications must be received no later than May 9, 1992. The Library of Congress is an Equal Opportunity Employer.

THE LIBRARY OF CONGRESS

Applications and nominations are invited for the position of Director of Research in the Office of the Director of Research, Library of Congress. The position is responsible for the management of the research program at the library. The successful candidate will have a master's degree in research and at least five years of experience in a similar position.

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Director of External Affairs

Both the Darden School and the Darden Foundation are committed to Affirmative Action programs and are Equal Opportunity Employers.

Director of Academic Achievement Center/ Educational Opportunity Program

California State University, Sacramento, founded in 1947, is the seventh largest campus in the CSU system with a current student population in excess of 23,000. The University is located on a 1,000-acre site in the heart of the historic American River. A program of institutional support by approximately 100 faculty provides students with opportunities to earn bachelor's degrees in 34 disciplines and master's degrees in 40.

As California's capital, Sacramento has an advantageous setting for a dynamic academic program. The proximity of the California legislature and other agencies of state and federal government provide unparalleled opportunities for faculty and students to participate in policy research through policy research, internships and employment. Sacramento is a high quality metropolitan area with a population of about 1.3 million. Outstanding cultural, recreational and entertainment opportunities are available both on campus and in the northern California region.

RESPONSIBILITIES: The Director of the Academic Achievement Center/Educational Opportunity Program is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts. Organizes the staff workload in very effective manner; publishes for which the staff has particular obligation, and shares with other program is responsible for the Center's future. The Director is responsible for the Center's financial and administrative affairs. The Director is responsible for the Center's financial and administrative affairs. The Director is responsible for the Center's financial and administrative affairs.

QUALIFICATIONS: The successful candidate should have knowledge of special programs for underrepresented students, counseling, and development of strategies for first generation, low-income students. A Ph.D. or master's degree in a relevant field is required. A Ph.D. or master's degree in a relevant field is required. A Ph.D. or master's degree in a relevant field is required.

APPLICATION AND STARTING DATE: July 1, 1992. Applications should be submitted by April 15, 1992, letter of application, current resume, and references. Applications should be submitted by April 15, 1992, letter of application, current resume, and references.

SEND TO: Office of Faculty and Staff Affairs, California State University, Sacramento, CA 95819-6002.

California State University, Sacramento is an Affirmative Action, Equal Opportunity Employer. We are an equal opportunity institution committed to the principle of diversity in all areas. In our pursuit, we are committed to the principle of diversity in all areas. In our pursuit, we are committed to the principle of diversity in all areas.

SEARCH EXTENDED DIRECTOR OF DEVELOPMENT

Salem State College is seeking to fill the position of Director of Development. The Director will be responsible for the management of all college development and fundraising activities, including the development of new programs and services, and the management of all college development and fundraising activities.

Qualifications include a Bachelor's degree minimum of 5 years' related experience, a strong commitment to academic excellence and knowledge of the workings of higher education, and a strong commitment to academic excellence and knowledge of the workings of higher education.

To apply, send letter of application, resume and three letters of reference to: Office of Human Resources, Salem State College, 200 Lafayette St., Salem, MA 01970. Application review is ongoing and will continue until the position is filled.

Salem State College is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.

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Associate Director of Athletics/ Senior Woman Administrator

California State University, Fullerton invites applications for the position of Associate Director of Athletics/Senior Woman Administrator. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Associate Director of Athletics/Senior Woman Administrator
Office of the President
California State University, Fullerton
P.O. Box 26000
Fullerton, California 92633-4400

PIRING DEADLINE: April 17, 1992.

California State University, Fullerton is an Affirmative Action, Equal Opportunity Employer.

DIRECTOR OF CORPORATE & FOUNDATION SUPPORT

Reed College, located in Portland, Oregon, invites applications and nominations for the position of Director of Corporate and Foundation Support. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

APPLICATION AND STARTING DATE: July 1, 1992. Applications should be submitted by April 15, 1992, letter of application, current resume, and references.

SEND TO: Office of Faculty and Staff Affairs, Reed College, 3200 NE Oregon St., Portland, OR 97232.

Reed College is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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Wartburg College DIRECTOR OF FINANCIAL AID

Wartburg College invites applications and nominations for the position of Director of Financial Aid. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Director of Financial Aid
Office of the President
Wartburg College
222 Ninth Street Northwest
Waverly, IA 50577

PIRING DEADLINE: April 17, 1992.

Wartburg College is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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University of Wisconsin Marathon Center Director of Student Services

The University of Wisconsin Center-Marathon County invites applications for the position of Director of Student Services. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Director of Student Services
Office of the President
University of Wisconsin Center-Marathon County
515 S. 7th Ave., Wausau, WI 54983-5300

PIRING DEADLINE: April 17, 1992.

University of Wisconsin Center-Marathon County is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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JMU James Madison University Assistant Director of Greek Life and Orientation

James Madison University is a state-related institution with an enrollment of more than 11,000 students. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Assistant Director of Greek Life and Orientation
Office of the President
James Madison University
Harrisonburg, VA 22807

PIRING DEADLINE: April 17, 1992.

James Madison University is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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300 William Mary ASSISTANT DIRECTOR OF RESIDENCE LIFE THE COLLEGE OF WILLIAM & MARY

William & Mary is seeking an experienced professional to serve as Assistant Director of Residence Life for Administration and direct the day-to-day administrative responsibilities of the department.

Primary responsibilities include:
• Direct all aspects of the room assignment process for 4500 undergraduate, graduate, and faculty residents. This includes market research, room allocation, and room assignment.

• Responsible for the review/revision of all office publications.
• Administer summer school program.
• Administer laundry machine contract.

• Serve as a member of the central office staff.

Qualifications:
Seeking an individual with a Master's degree in a related field and significant experience in residence life administration and student development.

Salary Range: \$20,000 to \$30,000 with a full benefits package.

Starting Date: June 1, 1993.

Application Process: Send letter of interest, resume, and three letters of reference to: Fred Potts, Assistant Director of Residence Life, The College of William & Mary, P.O. Box 8796, Williamsburg, VA 23187-8796.

The review of applications will begin April 15, 1993, and the position will remain open until filled.

Representatives from William & Mary will be interviewing at NASPA.

AAC/DE: Minority candidates are encouraged to apply.

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MUSKINGUM COLLEGE Director of Admission

Muskingum College invites applications and nominations for the position of Director of Admission. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Director of Admission
Office of the President
Muskingum College
New Concord, OH 43062

PIRING DEADLINE: April 17, 1992.

Muskingum College is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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DIRECTOR OF THE ANNUAL FUND Reed College

Reed College, located in Portland, Oregon, invites applications and nominations for the position of Director of the Annual Fund. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Director of the Annual Fund
Office of the President
Reed College
3200 NE Oregon St., Portland, OR 97232

PIRING DEADLINE: April 17, 1992.

Reed College is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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PROGRAM COORDINATOR THE VENTURE CONSORTIUM

The Venture Consortium, an on-campus consortium based at Brown University, seeks a coordinator for the consortium. The position is responsible for the day-to-day operation of the Center and its respective programs, as well as program development, and coordinates all of the Center's program activities with other university-wide and school-based retention efforts.

Dr. Lisa Olszky, Search Committee for Program Coordinator
Office of the President
The Venture Consortium
Brown University
Providence, RI 02912

PIRING DEADLINE: April 17, 1992.

The Venture Consortium is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

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The Venture Consortium is an Affirmative Action, Equal Opportunity Employer.

UNIVERSITY OF MASSACHUSETTS AT AMHERST

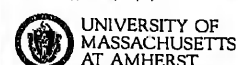
Vice Chancellor for Student Affairs

The Vice Chancellor provides leadership to and management supervision of Student Affairs units on the Amherst campus including Dean of Students, admission, financial aid, counseling, library, student health services, career center, housing services, health services, child care, public safety, environmental health and safety, student activities, new students program, Visitors Center, Communication, Student Affairs research, information and systems. The Vice Chancellor also has responsibility for implementing trustee policy pertaining to student life and has primary responsibility for consulting with student organizations on policy issues. The Vice Chancellor reports directly to the Chancellor and, as one of the principal administrative officers on the campus, plays a major role in overall policy development and campus management.

Qualifications: Earned doctorate preferred; extensive administrative experience in a senior management role in student affairs or related area; demonstrated ability to maintain open and effective working relationship with students, staff, faculty, administrators and trustees; responsiveness to students; demonstrated leadership capabilities in a diverse community; experience in a large residential university; demonstrated commitment to affirmative action and a multicultural campus.

The University: The Amherst campus is the largest of the 5 campus system of the University of Massachusetts, enrolling approximately 16,500 undergraduates and 3,800 graduate students. The campus marked its 125th anniversary in 1988 with a renewed commitment to its land-grant mission of education, research and public service. The 74 schools and colleges offer the Bachelor's degree in 97 fields, the Associate's degree in 72, the Master's degree in 70, and the Doctorate in 48. The rural western Massachusetts setting for this largely residential campus offers a rich cultural environment with membership in the Five Colleges offering access to classes at Amherst, Hampshire, Mount Holyoke and Smith Colleges. The University is actively committed to affirmative action, civility, equal opportunity, and intellectual freedom, striving to establish and sustain a community that embodies and transmits the values of respect, diversity and social justice as it seeks to enhance the multicultural character of the campus.

The search committee will begin screening applications on April 24, 1992. Applicants should submit a curriculum vitae and the names and addresses of at least three individuals who may be contacted for references. Recommendations and applications should be sent to: Dr. David C. Bitchell, Chair, Vice Chancellor for Student Affairs, Search Committee, Chancellor's Office, 300 White House Administration Building, University of Massachusetts, Amherst, MA 01003. An Affirmative Action/Equal Opportunity Employer.



UNIVERSITY OF MASSACHUSETTS AT AMHERST

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PROVOST
University of Southern Colorado

The University of Southern Colorado, a public regional university of distinction, invites applications and nominations for the position of provost. The provost is the chief academic officer and oversees the academic affairs of the university. Specific Areas of Responsibility: The provost reports to the president and is responsible for academic programs, student affairs, and business services. Areas of responsibility include the following: the chief academic officer of the university, the Center for Business, the Center for Teaching and Learning, student life, academic advising, academic support services, library services, admissions and enrollment services, athletics, and K-12C-VT. The provost is responsible for all personnel, budgeting, and administrative concerns in these areas.

Qualifications: Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

Starting Date: July 1, 1992 or as soon as possible thereafter.

Salary: Salary and fringe benefits are competitive.

About the University of Southern Colorado: The University of Southern Colorado is located in Pueblo, a community of approximately 100,000 people east of the scenic Sangre de Cristo Mountains. The university is a regional university with a distinctive emphasis in the fields of Business and the Center for Teaching and Learning. Emphasis is on undergraduate education in the liberal arts and sciences, with a strong professional focus. Master's programs are offered in Applied Natural Sciences, Business Administration, Systems Engineering, Education, Social Work and Counseling, and Health Services. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

The University: The University of Southern Colorado is a public regional university of distinction, located in Pueblo, Colorado. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

Chair, Provost Search Committee
University of Southern Colorado
201 West Main Street
Pueblo, CO 81001-4601
Fax: (719) 593-2838

The University is an Affirmative Action, Equal Opportunity Employer.

ATLANTA METROPOLITAN COLLEGE

Vice President for Academic Affairs

ATLANTA METROPOLITAN COLLEGE is seeking qualified applicants for the position of Vice President for Academic Affairs, effective July 1, 1992. The Vice President for Academic Affairs will be responsible for the academic affairs of the college. Specific Areas of Responsibility: The Vice President for Academic Affairs will be responsible for the academic affairs of the college, including the following: the chief academic officer of the college, the Center for Business, the Center for Teaching and Learning, student life, academic advising, academic support services, library services, admissions and enrollment services, athletics, and K-12C-VT. The Vice President for Academic Affairs is responsible for all personnel, budgeting, and administrative concerns in these areas.

Qualifications: Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

Starting Date: July 1, 1992 or as soon as possible thereafter.

Salary: Salary and fringe benefits are competitive.

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Chair, Provost Search Committee
University of Southern Colorado
201 West Main Street
Pueblo, CO 81001-4601
Fax: (719) 593-2838

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University of Southern Colorado
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THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

VICE PRESIDENT FOR COMPUTING

Rutgers University invites nominations and applications for the position of Vice President for Computing.

Qualifications: Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

Starting Date: July 1, 1992 or as soon as possible thereafter.

Salary: Salary and fringe benefits are competitive.

About the University of Southern Colorado: The University of Southern Colorado is located in Pueblo, a community of approximately 100,000 people east of the scenic Sangre de Cristo Mountains. The university is a regional university with a distinctive emphasis in the fields of Business and the Center for Teaching and Learning. Emphasis is on undergraduate education in the liberal arts and sciences, with a strong professional focus. Master's programs are offered in Applied Natural Sciences, Business Administration, Systems Engineering, Education, Social Work and Counseling, and Health Services. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

The University: The University of Southern Colorado is a public regional university of distinction, located in Pueblo, Colorado. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

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BROCKPORT

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The State University of New York College at Brockport invites nominations and applications for the position of Vice President for Academic Affairs. The position will be available August 1, 1992.

Qualifications: Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

Starting Date: July 1, 1992 or as soon as possible thereafter.

Salary: Salary and fringe benefits are competitive.

About the University of Southern Colorado: The University of Southern Colorado is located in Pueblo, a community of approximately 100,000 people east of the scenic Sangre de Cristo Mountains. The university is a regional university with a distinctive emphasis in the fields of Business and the Center for Teaching and Learning. Emphasis is on undergraduate education in the liberal arts and sciences, with a strong professional focus. Master's programs are offered in Applied Natural Sciences, Business Administration, Systems Engineering, Education, Social Work and Counseling, and Health Services. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

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POSITION ANNOUNCEMENT
VICE PRESIDENT
FOR UNIVERSITY EXTENSION
UTAH STATE UNIVERSITY

Utah State University, founded in 1888, is Utah's land grant institution, nationally and internationally recognized for programs in engineering related to irrigation, water management and space exploration, natural resources, management, ecological sciences and agriculture in arid and semi-arid regions; with strong programs in the humanities, education, family life, the sciences and business. The quality of the University's educational programs combined with its physical location in the agricultural heartland of the United States and the world. Located in Logan in the heart of the Wasatch Mountains in the Cache Valley of northern Utah, the University has its own campus and a high quality of life associated with a clean environment and outdoor activities are unlimited. The University and community provide considerable opportunities for cultural activity.

Qualifications: Candidates must have an earned doctorate, significant academic experience (including teaching and scholarly activity), a strong commitment to affirmative action and diversity on campus, the ability to develop and supervise a broad range of academic, student, and business functions, a strong commitment to the values of shared governance, and a credible record of past accomplishments in higher education, preferably at the academic dean level or above.

Starting Date: July 1, 1992 or as soon as possible thereafter.

Salary: Salary and fringe benefits are competitive.

About the University of Southern Colorado: The University of Southern Colorado is located in Pueblo, a community of approximately 100,000 people east of the scenic Sangre de Cristo Mountains. The university is a regional university with a distinctive emphasis in the fields of Business and the Center for Teaching and Learning. Emphasis is on undergraduate education in the liberal arts and sciences, with a strong professional focus. Master's programs are offered in Applied Natural Sciences, Business Administration, Systems Engineering, Education, Social Work and Counseling, and Health Services. The university is a member of the United States Association of Public Universities. Current enrollment is approximately 4,400. The university's commitment to excellence is reflected in the high quality of its faculty, students, programs, and facilities. The university is committed to affirmative action, diversity, and social justice.

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Chair, Provost Search Committee
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201 West Main Street
Pueblo, CO 81001-46

PRESIDENT LEHIGH COUNTY COMMUNITY COLLEGE

The Board of Trustees invites nominations and applications for the position of President of Lehigh County Community College. The president is the chief executive officer of the college and is responsible for leading and managing all staff in the development and implementation of the college's mission and vision.

Lehigh County Community College, founded in 1966, is located in Lehigh, North of Allentown on a 150-acre suburban campus. The college's total enrollment is approximately 10,000 students. The college is a member of the Pennsylvania State System of Higher Education and is a part of the Lehigh Valley metropolitan area.

Qualifications include:

- A professional with significant administrative/management experience in a post-secondary or other organizational setting who understands and is committed to the mission of community colleges. A doctoral degree is preferred but not required.
- An administrator who is actively involved in community affairs.
- A dynamic, energetic leader who can motivate and energize faculty and staff.
- Able to grow, develop, and to respond creatively and effectively to changing needs of education, students, the workplace, and community.
- An innovative manager who can anticipate and respond to emerging issues and challenges.
- Able to build and maintain strong relationships with the business, industry, and community.
- An effective communicator who can speak, write, and listen well.
- A critical thinker who can see the big picture and who can make a strategic plan for the future.
- A leader who understands the dynamics of public higher education.
- A high energy, self-motivated leader who can lead by example.
- Able to work with and through the business, industry, and community.
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The salary range for this position is \$75,000 to \$95,000.

Interested applicants are invited to apply in confidence by forwarding a letter of interest and a resume to the President of Lehigh County Community College, 2370 Main Street, Schnecksville, PA 18087.

Lehigh County Community College is an affirmative action, equal opportunity employer. We encourage applications from people of all races, ethnicities, and backgrounds.

Application materials should be mailed to:

President Search Committee
Lehigh County Community College
2370 Main Street
Schnecksville, PA 18087

Lehigh County Community College is an affirmative action, equal opportunity employer. We encourage applications from people of all races, ethnicities, and backgrounds.

Application materials should be mailed to:

President Search Committee
Lehigh County Community College
2370 Main Street
Schnecksville, PA 18087

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Central Community College CAMPUS PRESIDENT Grand Island, Nebraska

Central Community College, a fully accredited community college founded in 1956, is seeking a candidate for the position of Grand Island Campus President. The closing date for this position is April 17, 1992. All documentation, including applications, resumes, and materials, must be received by May 1, 1992.

The college is a multi-campus community college with major campuses in Grand Island, Nebraska. Grand Island campus is located in approximately 5,500 for Grand Island and 30,000 for the college, with a total enrollment of approximately 10,000 students. The college is a member of the Nebraska State System of Higher Education and is a part of the Omaha metropolitan area.

Qualifications: The successful candidate must possess an earned master's degree in education or an equivalent degree in a related field. The candidate must have a minimum of five years of experience in a similar position. The candidate must have a minimum of five years of experience in a similar position. The candidate must have a minimum of five years of experience in a similar position.

Employment Conditions: An excellent benefit package is provided. Salary is commensurate with individual's background and experience. Application: Submit a letter of application, including resume, credentials, and salary requirements to: Douglas L. Auer, Human Resources Manager, Central Community College, P.O. Box 4100, Grand Island, NE 68801-4100, or phone 304-343-3238.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Applications and nominations should be sent to:

Mr. Rebecca Ambrose
Search Committee
Central Community College
New Britain, CT 06050

An Affirmative Action, Equal Opportunity Employer

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PRESIDENT Western Connecticut State University

The Board of Trustees for the Connecticut State University System has announced a search for a President of Western Connecticut State University. The closing date for this position is April 17, 1992. All documentation, including applications, resumes, and materials, must be received by May 1, 1992.

Western Connecticut State University is one of four institutions in the Connecticut State University System. The university is located in Danbury, Connecticut. The university is a member of the Connecticut State System of Higher Education and is a part of the Danbury metropolitan area.

Qualifications: The successful candidate must possess an earned master's degree in education or an equivalent degree in a related field. The candidate must have a minimum of five years of experience in a similar position. The candidate must have a minimum of five years of experience in a similar position.

Employment Conditions: An excellent benefit package is provided. Salary is commensurate with individual's background and experience. Application: Submit a letter of application, including resume, credentials, and salary requirements to: Douglas L. Auer, Human Resources Manager, Central Community College, P.O. Box 4100, Grand Island, NE 68801-4100, or phone 304-343-3238.

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LA ROCHE PRESIDENT

The Board of Trustees is extending the process in the search for a new president of La Roche College. An innovative college located on a 100-acre campus in the suburb of Pittsburgh, La Roche College is a public, non-profit, Catholic college established by the Sisters of Divine Providence. The college is a member of the Pennsylvania State System of Higher Education and is a part of the Pittsburgh metropolitan area.

Qualifications: The successful candidate must possess an earned master's degree in education or an equivalent degree in a related field. The candidate must have a minimum of five years of experience in a similar position. The candidate must have a minimum of five years of experience in a similar position.

Employment Conditions: An excellent benefit package is provided. Salary is commensurate with individual's background and experience. Application: Submit a letter of application, including resume, credentials, and salary requirements to: Douglas L. Auer, Human Resources Manager, Central Community College, P.O. Box 4100, Grand Island, NE 68801-4100, or phone 304-343-3238.

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New Britain, CT 06050

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Applications and nominations should be sent to:

Mr. Rebecca Ambrose
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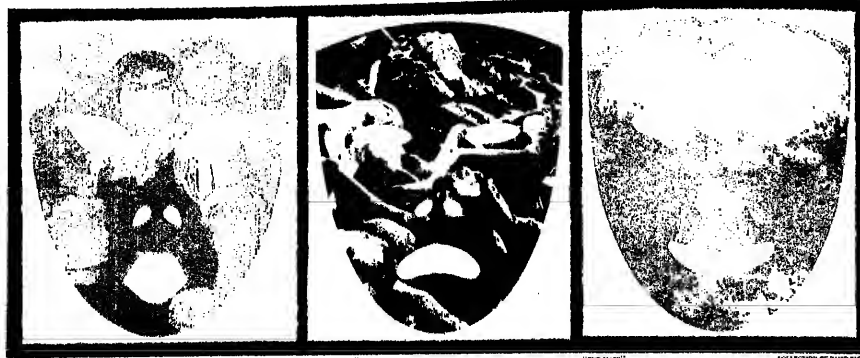
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End Paper



Images of Failure, Ciphers of Oppression

In 1983, the artist Vito Acconci designed three masks on which various historical images were superimposed. "End Mnsk," a blue-tinted, grinning face, represents a mushroom cloud, a view of a nuclear explosion seen from above. A frowning, black and white "People Mnsk" shows us victims of Nazi atrocities. And "Red Mnsk," its mouth agape, sports a detail of a Communist Chinese propaganda poster of three angry youths. Each of these works, if actually worn, would reconstruct the meaning and appearance of the human face, the means by which the self, at least on the surface, is first presented to other people. And Acconci's gesture is loaded, for his masks project images of failure, ciphers of postindustrial exhaustion, oppression, and tragedy of the past half-century.

To wear such a mask is on one level to conform to the kind of anonymity most prized by our conformist society. But the imagery of these masks, while of anonymous subjects, marks the wearer in a way that can only be read as ideological. They reform the means by which one presents oneself to the world—through history itself. In a projection of the self that is eminently fragile and at risk, these masks reject the mythologies of safety and centeredness advanced by the keepers of postindustrial culture. Through their visual recollection of our ruined past, they become allegories of our desolate present.

"Environmental Terror," an exhibition featuring 10 contemporary American artists whose works address environmental issues, such as urban ecology, homelessness, and neighborhood gentrification, will be at the Stephanie Ann Raper Gallery at Frostburg State University, Frostburg, Md., from March 27 through April 15. It will then travel to the 1708 East Main Street Gallery in Richmond, Va. (May 1-30).

The exhibition, which originated at the Fine Arts Gallery at the University of Maryland-Baltimore County, is curated by David Yager, director of the gallery. The text above is by Maurice Berger, a cultural historian and art critic, and is excerpted from the exhibition catalogue. Copyright 1992, the Fine Arts Gallery, University of Maryland-Baltimore County.

Ways & Means

Pennsylvania's Gov. Robert Casey has turned up the heat on the four universities that receive operating funds from the state but oppose making their financial records public.

The Governor, a Democrat, has sent letters to the presidents of Lincoln, Pennsylvania State, and Temple Universities and the University of Pittsburgh, urging them to support a financial-disclosure bill that has passed the state House of Representatives but is stalled in the Senate.

Mr. Casey reminded the presidents of the money the institutions get from the state (\$250-million to Penn State, \$135-million to Pittsburgh, \$138-million to Temple, and \$10-million to Lincoln). He continued: "The students and their parents, who pay the tuition dollars, have a right to know how their money is being spent."

Governor Casey also wrote to the chairman of the Senate Education Committee, James J. Rhodes, urging him to take action on the bill. Senator Rhodes said he preferred a bill that his committee is drafting, which would respect the "private" status of the institutions and still provide "fiscal accountability."

The committee's bill would require institutions to disclose the salaries of their 15 highest-ranking administrators, and provide information about university spending for such things as contracts and faculty salaries. Mr. Rhodes said his alternative should satisfy those who had criticized the generous retirement package awarded to the former Pittsburgh president, Wesley W. Posvar. Senator Rhodes, however, said he had not yet decided when he would bring his alternative bill to a vote.

Fresh from his state's winning a hotly sought United Airlines maintenance facility, Indiana's Gov. Evan Bayh has announced plans to spend about \$6-million over the next three years to expand college and technical-training programs in aviation mechanics.

The programs, including new associate-degree offerings in aviation administration and baccalaureate-degree programs in aeronautical technology, will be provided by Vincennes and Purdue Universities. The state also will build a new Aviation Technology Center.

United Airlines bypassed offers from Denver, Louisville, and Oklahoma City in November when it chose Indianapolis International Airport as the site for its new \$800-million maintenance facility. The facility is expected to provide more than 6,300 skilled jobs. Indiana and local governments offered nearly \$300-million in cash and tax incentives to attract the company.

Governor Bayh, a Democrat, said the new college programs should "send a clear signal to business and industry that Indiana will do what it takes to increase the skills, productivity, and competitiveness of Hoosier workers."

Government & Politics



Linda C. Waddell of Lane Community College: The application-processing companies' service is superior to the Education Department's.

Edmond Vigout of the U. of Oregon: The free application comes with all the data he needs from the federal government.

A Debate Over Proposals to Drop Student-Aid Fees

Help for needy students or recipe for 'chaos'?

By THOMAS J. DeLOUGHRY

WASHINGTON
Lawmakers, companies that process applications for student aid, and campus officials are engaged in a heated debate over proposals that would free many students from having to pay to apply for federal support.

Many lawmakers are frustrated by the failure of their efforts to enable more students to apply for aid without having to pay fees of \$6.75 or more, which they believe discourage needy students from attending

college. They have reacted by inserting proposals into bills to reauthorize the Higher Education Act that they say would help millions more students avoid the fees.

The College Board, which processes 40 per cent of all aid forms, contended in a letter to college presidents that the proposals would "jeopardize the delivery of student financial aid" and lead to chaos for students and parents. Supporters of the

changes charged that the College Board was exaggerating the impact.

The American College Testing Program, the next-largest processor, although quieter in its public statements, also strongly

Continued on Following Page

Campaign to Guarantee Pell Grants to All Who Qualify Ends in Defeat

WASHINGTON
A campaign to persuade Congress to guarantee Pell Grants to all who qualify ended in defeat last week.

At the same time, proponents of a direct student-loan program saw their vision scaled back.

House Democrats and Republicans working on legislation to reauthorize the Higher Education Act dropped the Pell Grant "entitlement" provision and agreed to a direct-loan pilot project. Their efforts were expected to enable the House to vote on the bill as early as this week.

Democrats on the House Education and

Labor Committee, led by Chairman William D. Ford of Michigan, approved a reauthorization bill in October. But it has become clear since then that they could not get enough votes in the full House to pass the mammoth bill.

Opposition From Both Parties

Mr. Ford and the other Democratic sponsors of the bill were opposed by many in their own party who were worried about the costs of replacing the Stafford Student Loan program with a direct-loan system and of making the Pell Grant an entitlement. They also faced stiff opposition from

Republicans and a promised Presidential veto if the bill contained either provision.

Lawmakers still faced one more hurdle last week. Their compromise legislation was still \$1.2-billion above spending limits set in the 1990 budget agreement between Congress and the White House.

Mr. Ford appealed to his colleagues last week to waive the agreement and allow the bill to go to the House floor. But Democratic leaders led by Rep. Leon E. Panetta of California, who chairs the Budget Committee, balked at the idea.

They were leaning toward finding the

Continued on Page A26

Debate Flares Over Proposals to Drop Student-Aid Application Fees

Continued From Preceding Page
opposes the approach of Congress. "Each of us thinks we have the gospel and everyone else is the villain," says Mark Heffron, ACT's assistant vice-president for financial-aid services.

ACT and the College Board's College Scholarship Service are among four non-profit companies that have government contracts to distribute and process aid applications. The government pays them for processing the federal portion of their applications, but the companies are allowed to charge fees to the students for processing "supplemental" questions that many colleges and state-scholarship agencies use in doing out their aid. A total of 8 million applications are filled each year—half of which are free to students.

Lawmakers contend that their proposed changes could free many more students seeking only federal aid from the fees, which begin with a \$9.75 charge for CSS and \$6.75 for

ACT. The fees increase if students apply for aid from more than one college. Lawmakers contend that many private-college students who come to use applications with fees because their colleges want extra data to help them in distributing institutional aid.

Increase in Income Ceiling

The reauthorization bill that the House of Representatives could vote on as early as this week would end the practice of collecting data for federal, state, and institutional aid together, and would establish one free federal application. The bill says that colleges or state-scholarship agencies that want more financial data from students could require a second application that charged reasonable fees.

The legislation that the Senate has approved would maintain the single application and try to increase the number of free filers by increasing to \$50,000 from \$15,000 the income ceiling under which

families may complete only a few questions and submit an application without a fee.

The bill would also require companies seeking federal contracts to estimate the additional cost to a state-scholarship agency of adding a few questions to the application that could be used to determine eligibility for state aid.

Both bills would make students from very poor families automatically eligible for aid without having to complete a lengthy application. The bills would also require federal contractors to develop methods for allowing continuing students to update financial data each year without having to file new applications.

Lawrence E. Gludieux, executive director of the College Board's Washington office, argues that the House proposal for a single federal form could trigger a proliferation of supplemental forms for state and institutional aid. The sheer number of forms would confuse students, he says, and the applications would

be more complicated because the government would not have the leverage that it currently uses to demand simplicity.

The current system of applying

"When it comes down to whether you have \$10 to mail a form out, or \$10 to put food on the table, I think food usually wins out."

for all kinds of aid on one application, Mr. Gludieux says, has been "a vehicle for achieving greater simplicity and for streamlining the system."

Mr. Gludieux and Mr. Heffron at ACT note that both their companies have little-publicized programs that allow low-income students to have fees waived or paid for by their colleges.

Officials at the College Board and other application-processing companies have fewer concerns about the Senate bill, although some say they have doubts about the requirement for adding state-related questions to the federal portion of the application.

90% of College Board's Budget

Supporters of the Congressional proposals say the College Board and ACT are opposing reforms because they threaten the future of the student fees, a rich source of revenue. Most of the \$50-million that the College Board received for application processing in 1990-91—which was 30 percent of the organization's budget—came from student fees. Mr. Heffron of ACT estimates that application processing accounts for \$15-million of that company's \$67-million budget.

Two smaller processing companies—the Pennsylvania Higher Education Assistance Agency and United Student Aid Funds—do not supplement their government payments with student fees.

Those opposing for change say the debate that the reauthorization bills have sparked will lead ultimately to a compromise that will allow many more students to file

Government & Politics

free applications while maintaining a single form for federal, state, and institutional aid.

The debate has spread beyond Washington to campuses, where many student-aid officers are worried about the proposed changes and are reconsidering whether students should be charged fees to submit applications.

"In some ways, it's a phony issue," Steven E. Brooks, associate director of financial aid at Wake Forest University, says of the fees. "It's the price of a pizza."

He and others argue that many aid applicants are from families earning \$60,000 or more and can afford the fees. They note that the federal government assesses higher fees "on a per capita basis" by charging a "origination fee" of \$5 per loan on every Stafford Student Loan and by allowing loan-guarantee agencies to deduct an additional 3 percent as an insurance fee.

Barrier for Some Students

But George Chin, director of financial aid for the City University of New York, says the application fee is a barrier to college for low-income students. "When it comes down to whether you have \$10 to mail a form out, or \$10 to put food on the table, I think food usually wins out," he says.

James B. Appleberry, president of the American Association of State Colleges and Universities, has told lawmakers that the current system has "the perverse effect" of having low-income students at low-cost colleges subsidize the applications of wealthier students at higher-cost institutions. That occurs, he says, because students at the higher-cost colleges that want institutional aid are the ones who need to complete the non-federal questions for which the fees are charged.

Regardless of their opinion about the fees, few aid officers support the House plan to have one federal application and separate ones for state or institutional aid.

But Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education, says having a federal application and a non-federal application in some type of student-aid packet should not be confusing. He likens it to having separate forms for federal and state income taxes.

Mr. Wolanin says lawmakers

Government & Politics

want to build public support for student-aid programs by making students realize that the Pell Grants and Stafford loans that they are applying for are federal programs. "We really like to have the federal system stand on its own and be clearly identifiable," he says.

Result of Frustration

He acknowledges, though, that the proposed reforms are also the result of frustration over the failure of past changes. A free federal form developed in the 1970's has not competed well with commercially produced applications, accounting for only 20 percent of all applications filed for the 1991-92 academic year.

During the last reauthorization in 1986, Congress required that every contractor begin its application with a "simplified needs-analysis" section that families earning less than \$15,000 could use to apply for federal aid without a fee. Congress also required that families at any income level seeking only federal aid should be allowed to complete a "federal

"People get comfortable with the system that they're used to, and it's difficult to look at other ways of doing it."

cost" of questions without having to pay.

Congress's Advisory Committee on Student Financial Assistance reports, however, that 99 percent of students filing CSS forms for 1991-92 and 86 percent of those filing ACT forms paid a fee. Some lawmakers and Congressional aides contend that the companies have made it difficult for applicants for federal aid to identify the point at which they can stop and avoid the fees.

CSS and ACT deny that they have misled students and point out that the Education Department approved the structure of their applications.

The Education Department has stepped in at least once to protect students from having to pay fees. Last year it asked the College Board to stop writing letters to students who completed only the core questions and did not pay a fee. The letters suggested that the students take it to their aid officer about whether they should finish the form and pay the fee.

Mr. Gludieux of the College Board says the company has stopped the practice, but he denies as well as intended. He and several aid officers say the letters were sent to make sure that students who might be eligible for institutional aid would not be excluded from consideration.

Many student-aid officers say Congressional aides and lawmakers should not be frustrated by their failure to get more students to file free applications. Those administrators say the free federal core questions compete with the CSS or ACT applications because the service the Education Department pro-

vides to colleges when students file the free form is inferior to what the two companies provide.

"They're not equal products," says Linda C. Waddell, director of student aid at Lane Community College. "They're not even comparable."

Ms. Waddell and some other aid officers say that some of the supplemental questions that follow the federal core and the comprehensive reports that CSS provides to colleges help them to administer federal funds responsibly. They say the extra data and the reports help them find out about students' veterans' benefits, increase their chances of enrolling students who may be lying about their resources, and help identify extraordinary expenses like child-care costs that

can affect the amount of an applicant's federal aid.

Other aid officers at the several public institutions that use free applications disagree. They say their ability to administer federal and state aid properly has not been diminished.

Free Application in Oregon

Edmond Vigoul, director of financial aid at the University of Oregon, says the eight public colleges in his state have been using a free application from United Student Aid Funds for two years and have not had problems. He says his university receives computer tapes from the federal government that contain all the data on aid applicants that he needs to award aid.

"It certainly meets, and in many

ways surpasses, the quality and level of service we were receiving from the College Scholarship Service," he says.

James R. Craig, director of financial aid at Montana State University, says many aid administrators underestimate the quality of the government's services because they have not kept up to date with improvements that have been made. "People get comfortable with the system that they're used to, and it's difficult to look at other ways of doing it," he says.

Officials at the College Board and ACT have reacted to the criticism of student fees by explaining that some of the revenue is used to distribute literature about financial aid, and to subsidize training schools for aid officers and high-

school counselors. Critics, however, say that needy students should not be supporting professional training for university employees.

"It's a shame that financial-aid officers don't have the kind of revenue commitments from their institutions that they should," says Sarah Flanagan, a staff member on the Senate education subcommittee. "But I don't think that can be solved by asking poor kids to pay fees."

Mr. Gludieux of the College Board says that the company needs to re-examine whether the fees should subsidize the services. "For a quarter century plus, those things were built in," he says. "That's part of the tradition that's going to have to take place and will be forced in coming years."

Status of Federal Legislation

As of 6 p.m. March 19, 1992. Bold type indicates changes since March 8, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright HR 4432, S 1038	BOTH BILLS: Would change federal copyright law to make it easier for students to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research S 1276	SENATE BILL: Would reauthorize the Educational Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. Would encourage research in education in other nations and for exchanges with nations in Central and Eastern Europe.	SENATE: Approved by committee March 18, 1992
Job training HR 3039, S 2056	BOTH BILLS: Would amend the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would limit job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240 SENATE: Approved by committee March 15, 1992
National Institutes of Health HR 2807	BOTH BILLS: Would strengthen the National Institutes of Health. Would authorize the administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional spending on health problems affecting women. Would create a requirement that clinical trials using NIH funds include women or subjects unless researchers can present compelling scientific reasons for excluding them. HOUSE BILL: Would place new limits on the money universities could receive for the overhead costs associated with federal research.	HOUSE: Passed July 25, 1991 H Rep 102-136 SENATE: Approved by committee February 5, 1992 S Rep 102-263
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1989 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.724-billion. The amendments would also allow up to \$40-million to continue the program to develop research facilities and up to \$35-million to start a new program for research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities S 644	SENATE BILL: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	SENATE: Passed October 16, 1991 S Rep 102-141
Science education HR 2836	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$45-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by subcommittee March 18, 1992
Student aid HR 3954, S 1180	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would replace Stafford Student Loans, which are provided by banks and insured by the government, with a direct-loan program in which students would borrow government funds from colleges. Would establish new maximum size for Pell Grants, at \$2,900 plus one-quarter of tuition up to \$4,900 in 1993-94. For families with annual incomes of less than \$50,000, would exclude the equity a family owns in a home or farm from calculations of whether it meets the eligibility. SENATE BILL: Would reauthorize the Higher Education Act for five years. Would maintain Stafford Student Loans, with loan limits of \$3,000 a year for freshmen and \$3,500 a year for sophomores, \$3,500 for other undergraduates, and \$9,000 for graduate students. Would establish a new maximum size for Pell Grants, at \$2,900 plus one-quarter of tuition up to \$4,900 in 1993-94. For families with annual incomes of less than \$50,000, would exclude the equity a family owns in a home or farm from calculations of whether it meets the eligibility. BOTH BILLS: Would extend a tax deduction for employees on educational benefits provided by employers. Would restore tax benefits, lost in the 1986 federal legislation of 1986, on making gifts of appreciated property. Would provide a tax credit for interest on student loans. SENATE BILL: Would extend the federal income tax exclusion of up to \$5,000 a year for undergraduates and up to \$10,000 a year for graduate students beginning with the 1993-94 academic year. The borrowers would pay 5, or 7 percent of their adjusted gross income to the federal Treasury Service until their debts were paid. Would lift a limit of \$150-million on the value of tax-exempt bonds that can be issued by private colleges.	HOUSE: Approved by committee October 23, 1991 H Rep 102-447 SENATE: Passed February 21, 1992 S Rep 102-204
Taxes HR 4210	BOTH BILLS: Would extend a tax deduction for employees on educational benefits provided by employers. Would restore tax benefits, lost in the 1986 federal legislation of 1986, on making gifts of appreciated property. Would provide a tax credit for interest on student loans. SENATE BILL: Would extend the federal income tax exclusion of up to \$5,000 a year for undergraduates and up to \$10,000 a year for graduate students beginning with the 1993-94 academic year. The borrowers would pay 5, or 7 percent of their adjusted gross income to the federal Treasury Service until their debts were paid. Would lift a limit of \$150-million on the value of tax-exempt bonds that can be issued by private colleges.	HOUSE: Approved by committee October 23, 1991 H Rep 102-447 SENATE: Passed February 21, 1992 S Rep 102-204

WASHINGTON ALMANAC

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, this is a guide to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

College athletics, April 9. Hearing on equity in college sports. Contact: House Energy and Commerce Subcommittee on Commerce, Consumer Protection, and Communications (202) 226-1460.

Peace Initiative, March 25. Hearing on a bill to amend the U.S. Institute of Peace Act, including the establishment of the Peace Corps.

Study international peace issues and U.S. role in maintaining peace. Contact: House Education and Labor Subcommittee on Labor-Management Relations (202) 225-5760.

Undergraduate education, March 31. Hearing on the quality of undergraduate

education. Contact: House Science, Space, and Technology Committee (202) 225-1000.

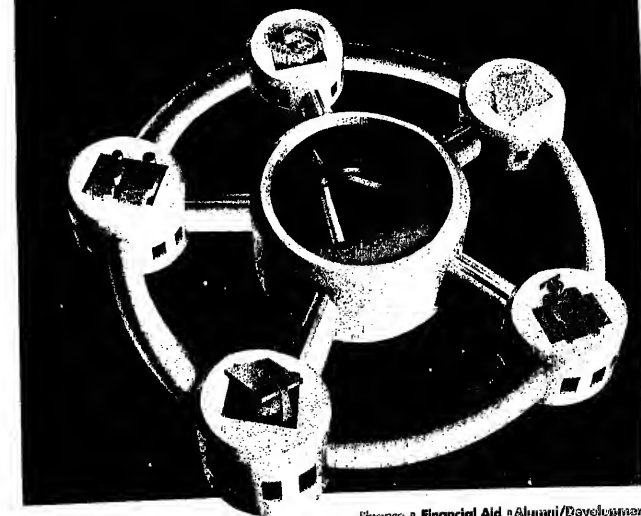
SENATE

Research, March 26. Hearing on government-funded research on services. Contact: Senate Armed Services Subcommittee on Personnel (202) 224-6433.
Technology policy, March 26. Hearing on national technology policy. Contact: Senate Commerce, Science, and Transportation Committee (202) 224-5115.

IN FEDERAL AGENCIES

Library financing. The Education Department has issued final rules implementing amendments to the Higher Education Act. The rules set guidelines for the State Library of Congress, which provides federal libraries. (Federal Register, March 17, Pages 5, 359-1)

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Many student-aid officers say Congressional aides and lawmakers should not be frustrated by their failure to get more students to file free applications. Those administrators say the free federal core questions compete with the CSS or ACT applications because the service the Education Department pro-

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The campus jobs that most students get through the College Work-Study program have little relation to their studies, a new report concludes.

The General Accounting Office, Congress's investigative arm, reports that nearly 95 percent of work-study funds in the 1989-90 academic year went to recipients who worked on their campuses.

The report says students who worked for non-profit organizations off their campuses received 5 percent of the funds and those with for-profit employers received 0.1 percent.

Under the program, the federal government provides 70 percent of the funds for jobs at non-profit organizations and half of the wages for jobs at for-profit companies.

GAO used federal data to determine how the funds were spent, but surveyed officials at 20 large universities to determine the extent to which students' jobs were related to their studies. The report says that 14 of the 20 institutions reported that at least half of their on-campus work-study jobs were clerical or low-skill positions.

The report says the colleges reported that the proportion of the on-campus positions related to the students' studies varied from 10 to 75 percent with a median of 40 percent. The median proportion of jobs off the campus that were related to students' work was 75 percent.

Single copies of the report, "Student Financial Aid: Characteristics of Jobs Provided Through the College Work-Study Program," are available free from the U.S. General Accounting

WASHINGTON UPDATE

- Work-study jobs are said to have little relation to academics
- Clash erupts over management of education-research office
- Report asserts the government has trouble filling science posts
- Congress may seek further cut in overhead-reimbursement rate

ing Office, P.O. Box 6015, Gathersburg, Md. 20877.

—THOMAS J. O'DONNELL

The chairman of a House of Representatives subcommittee and an Assistant Secretary of Education clashed last week over a provision in a reauthorization bill that would create an oversight board for the Office of Educational Research and Improvement.

Diane S. Ravitch, Assistant Secretary for educational research and improvement, took issue with a part of the bill that would create a 20-member oversight board with authority to develop long-term research priorities, establish quality standards, and approve all contract solicitations over \$500,000.

She said such a board would be far too large to be effective, would lead to a confusion of responsibilities with the executive office of the oer, and would represent "a clear conflict of interest" since board members would be from organizations that received money from oer. "I think this is a disastrous thing to do to federal agency," she said.

Rep. Major R. Owens, the chairman of the Subcommittee on Select Education, said that the board's "purpose will be to seek constructive consensus" and that

the various interests of its members will provide a system of "checks and balances." He defended its presence as necessary to provide some continuity for educational research in an office that has been subject to frequent leadership turnover.

Mr. Owens also said the board would give a decision-making structure similar to those of the National Science Foundation and the National Institutes of Health, both of which have boards or councils that approve research grants. —JACK GOODMAN

The federal government is having trouble attracting the most-qualified people to fill key science and technology jobs, partly because of laws that limit the kind of work federal officials can do after they leave government service.

That's the conclusion of a new report from a panel appointed by the Committee on Science, Engineering, and Public Policy, a joint committee under the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

The group examined 78 federal jobs, other than Cabinet posts, that involve managing or setting policy for science and technology programs and that are filled by Presidential appointments.

They concluded that the government is having an ever-harder time recruiting and keeping well-qualified individuals. The average time it took the Bush Administration to fill key jobs was nine months—up from six months for the Reagan Administration, according to the report.

The report noted that members of the panel, all of whom are former Presidential appointees, knew of instances in which the person finally nominated for a position was "the 10th, 20th, and even the 30th name on a list of desirable candidates."

The biggest problems, the report concluded, are conflict-of-interest laws that limit which employers federal officials can work for after they leave the government. The report suggested that the laws be revised to focus on restricting improper conduct, "rather than to ban employment with particular employers per se."

—COLLEEN COBURN

Congress may seek additional cuts in federal payments to universities for the overhead costs of research as a way of saving scarce dollars this year.

Most recently, the House Budget Committee, in the annual blueprint it draws up for federal spending, assumed that the gov-

ernment could save about \$100 million either by more cuts in military spending or by new limits on the overhead costs of university research.

The committee agreed tentatively to include that assumption in its report explaining its budget blueprint for fiscal 1993, but after some members of the committee objected, it was dropped before the plan was approved by the full House this month.

Still, university representatives are worried that the idea may surface again. An ever-growing cut in overhead spending was included among options to reduce the deficit in a recent report from the Congressional Budget Office. The budget committee based its original proposal for a possible cut in overhead rates on that report.

The report noted the new limits the government has already established on the rate that universities can charge for the administrative portion of overhead costs.

The report added that Congress could establish an even lower maximum for administrative costs and add a new limit on the rate universities can charge for facility costs. Those two changes would save the government about \$730 million in fiscal 1993, the report estimated.

The report stated that opposition to such cuts "stems from the need to maintain a healthy university environment." If universities do not receive the full costs of conducting research, "slow decay" could be the result, it said. The report added: "Leaving the rates uncapped only provides incentives to increase overhead at federal expense, resulting in more waste spending with less actual gain." —C.S.

Government & Politics

Government & Politics

- Faculty unions vote 'no confidence' in Mass. education chief
- Nebraska aims to reduce duplication at its public colleges
- Idaho's colleges to limit the number of out-of-state students
- Higher education seeks gains from Tennessee tax increase

Angry over budget cuts and that they call a void in leadership, faculty unions at public colleges in Massachusetts are

casting votes of "no confidence" in the Secretary of Education, Philip H. Robertson. The goal is to "call the public's attention to the fact that the system is being gutted," says David Lensen, president of the faculty union at the University of Massachusetts system. "It's fallen on the faculty's shoulders to defend these colleges. Nobody else is doing it."

The unions are bitter over Gov. William F. Weld's proposed budget for 1992-93. Governor Weld, a Republican, and Ms. Robertson, his appointee, defend it, saying it would keep state support at current levels and not make cuts. The faculty members contend that is misleading, because Mr. Weld is merely allowing institutions to keep more of their tuition income, rather than providing state funds.

So far, unions in eight campuses have passed no-confidence resolutions. Union officials say they expect chapters at all 29 campuses to pass the resolution soon.

Mr. Robertson says the union votes ignore the increased support for higher education she has helped to generate. She says the union's real aim is to "obtain increased funding for salary wages for their members."

Says Mr. Lensen in response: "It's not greedy to try to get a pay raise when you haven't had even a cost-of-living increase in four years." —GOLDIE BELENITSKY

state under the Western Undergraduate Exchange, a program operated by the Western Interstate Commission for Higher Education.

Under that four-year-old agreement, 12 Western states permit the program, or 492 fewer than are currently enrolled, and to direct that restrictions be placed on enrollment in crowded academic programs. The decision will not af-

fect students who are now enrolled.

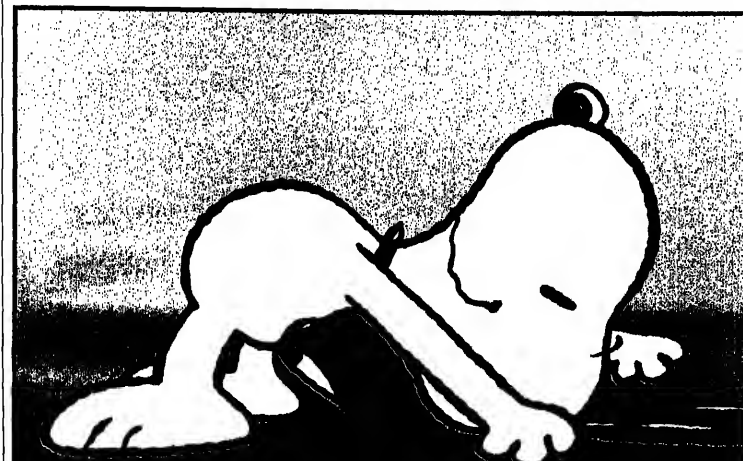
Board members said the decision had been prompted by the program's cost and by statistics showing that students from some states could attend Idaho colleges more cheaply than those in their home states. Paul Albright, a spokesman for WICHE, said the commission had no problem with the Idaho decision because states were always expected to determine their own level of participation in the program. —PETER MONAGHAN

Tennessee Gov. Ned Ray McWhorter, a Democrat, has signed a tax package that will generate nearly \$300 million in new state revenues. Although

more than half of the new money is earmarked for public schools, higher education officials are lobbying to get a substantial portion of the remainder.

About \$230-million will be generated by a half-cent increase in the state sales tax. An additional \$70-million will come from raising business fees and by charging lawyers, accountants, and other providers of professional services a \$200 annual fee.

The Tennessee Higher Education Commission is trying to persuade lawmakers to give colleges and universities about \$51-million in additional state support. Higher education officials said that the additional money was needed because of enrollment increases. —M.C.C.



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Campaign to Guarantee Pell Grants to All Who Qualify Ends in Defeat

Continued From Page A23

\$1.2-billion by keeping the 5-percent origination fee on Stafford loans and extending it to Supplemental Loans for Students and Parent Loans for Undergraduate Students.

Mr. Ford had proposed phasing out the fee over five years because he views it as an unfair tax on needy students. Students strongly oppose and were lobbying last week against Mr. Panetta's proposal.

Meanwhile, students and many college officials were disappointed that lawmakers had to delete the entitlement provision for Pell Grants. They argued that in the previous Congress to allocate enough money to make grants to all who qualified would allow students to anticipate the size of their grants because it would end the annual practice of adjusting the number and size of the grants to fit an appropriation.

Opponents argued that entitlement status would be too expensive and that increasing mandatory spending was unwise when the budget deficit is expected to be \$400-billion this year.

The entitlement idea is now dead on both sides of the Capitol, having been deleted from the Senate reauthorization bill before it was approved last month.

"I'm greatly disappointed," said Robert L. Albright, president of Johnson C. Smith University. He criticized members of Congress who he said profess support for education, but do not want to pay for it. "I think they're talking in some ways out of both sides of their mouths."

Republicans Unhappy

Opposition to replacing the Stafford loan program with direct loans forced supporters of the idea to accept the pilot project. Under the compromise, the Secretary would select colleges to participate in the pilot project that in the previous year had a combined loan volume of \$500-million.

Congressional aides said the project could include as many as 400 colleges and trade schools, depending on the size of the institutions selected. Republicans were unhappy with the agreement because they said the annual cost would rise above \$500-million as the participating colleges enrolled more students each year.

"It's so large that it's almost a phase-in," said Rep. E. Thomas Coleman, Republican of Missouri. He said he hoped lawmakers could amend the pilot project before the bill got to the floor.

Under the plan, students at participating institutions would no longer receive Stafford loans, supplemental loans, or parent loans. Government contractors would be

Opponents say the entitlement would be too expensive and that increasing mandatory spending was unwise in the face of the deficit.

responsible for collecting the direct loans.

The terms of the loans would be the same as they are in the three guaranteed-loan programs. That means that a needy student would get the benefits of 8-percent interest and in-college interest subsidies similar to those in the Stafford program, while a parent would receive the higher interest rate that is charged on PLUS loans.

College officials, who have been divided over the direct-loan idea, were generally pleased with the pilot project.

"We can see what the pitfalls are on a small scale, at least," said

Courtney O. McAnuff, assistant vice-president for marketing and student affairs at Eastern Michigan University. He had opposed a full-scale program because of concerns about increasing the administrative burdens on colleges.

'Unsubsidized' Loans

If Democrats and Republicans reach final agreement to proceed with the pilot project, that would mean that some of the direct-loan concept will be included in the final reauthorization bill that Representatives and Senators must develop in a conference committee. The Senate has shown support for direct lending by attaching a pilot project to tax legislation.

The legislation agreed to by Mr. Ford and Mr. Coleman, the ranking Republican on the House Subcommittee on Postsecondary Education, would continue the Stafford, supplemental, and parent loans for institutions not in the pilot project and create "unsubsidized" Stafford loans for middle-income students.

The unsubsidized Stafford loans are an attempt to extend loan eligibility to middle- and upper-income students who are not needy enough to qualify for regular Stafford loans. The new loans would be un-

subsidized because the government would not pay the interest while the borrower was in college.

Under the House bill, the loan limits for the direct-loan program Stafford program, and the unsubsidized Stafford program would remain in the current Stafford levels: \$2,625 a year for freshmen and undergraduates, and \$7,500 for graduate students.

Student leaders and college officials contended that holding the limits level would make college unaffordable for many students. Lawmakers said they could not afford to increase the limits because they had to pay for the direct-loan project and the new unsubsidized Stafford loans.

The Senate bill would raise Stafford loan limits to \$3,000 for freshmen, \$3,500 for undergraduates, and \$9,000 for graduate students.

The provisions regarding Pell Grants and loans were among many changes that Democrats and Republicans agreed to in the compromise legislation, which will be a substitute for the reauthorization bill the education committee passed.

One change was the inclusion of a measure to re-establish certification as a requirement for institutions that receive student aid.

—THOMAS J. O'DONNELL

The Idaho Board of Education has cut sharply the number of partial tuition waivers it will grant to students from other

Nebraska's Coordinating Commission for Postsecondary Education has adopted rules to reduce unnecessary duplication of academic programs at the state's public colleges.

The action was the first major policy enacted by the commission, which was granted new powers in a referendum in 1990 and by the legislature in 1991.

Under the rules, the commission will approve new programs only if they are central to the mission of the institution. Higher-education officials also must demonstrate a need for the programs and must have adequate resources to support them.

The commission will also consider whether a program is offered in a neighboring state that is a member of the Midwestern Higher Education Commission. The commission plans to develop reciprocity agreements so that students will be allowed to pay in-state tuition rates outside their home states for selected programs.

—MARY CRYSTAL CAGE

The Idaho Board of Education has cut sharply the number of partial tuition waivers it will grant to students from other

States to Spend \$1.2-Billion on Student Aid

Continued from Page A1
their financial need. In 1991-92 the states expect to spend \$1.744-billion on such aid, a 4.1-per-cent increase over last year.

The expected increase is lower than all but two of the actual yearly increases in the preceding decade. Since expected increases are always higher than the actual ones, the report says "this year's actual growth rate may prove to be the lowest in the 23 years" the survey has been conducted.

This year about 1,416,000 undergraduates are expected to receive need-based grants, an increase of 1.3 per cent over last year.

Few Plan Big Increases

The number of states making big increases in state aid is down. Only 11 expect to increase their need-based aid to undergraduates by at least 10 per cent; 26 expect to increase aid by up to 9 per cent. For the past nine years, an average of 18 states had increases of from 1 to 9 per cent, and an average of 16 states had increases of at least 10 per cent.

Sixteen states expect to make fewer awards to undergraduates than they did last year, and six—Georgia, Hawaii, Iowa, Massachusetts, Missouri, and South Carolina—will award fewer dollars over all to their undergraduates. The biggest reduction is in Massachusetts, which is reducing its spending on grants by 48 per cent—to \$23.7-million from \$46-million.

"Looks pretty dismal, doesn't it?" Jerry S. Davis says of the overall trends. Mr. Davis is vice-president for research and policy analysis at the Pennsylvania Higher Education Assistance Agency, which prepares the association's annual report.

Even in states that are not reporting reductions, however, students and colleges are feeling the pinch.

In Illinois, for example, spending on undergraduate aid is up 0.6 per cent. But because the General Assembly ordered the student-aid commission to return \$10-million to the state treasury, grants for 95,000 students were reduced by an average of \$120 this semester from what students had been promised.

'Many Saw a Reduction'

In New York, spending for undergraduate student aid is expected to increase 1.9 per cent—to \$436.6-million this year from \$428.3-million in 1990-91. But many students who expected the planned increases in aid to help offset the rising costs of college were disappointed.

"Many saw a reduction in terms of what they would have gotten," says Francis J. Hynes, vice-president for operations at the New York State Higher Education Services Corporation, which oversees aid programs.

In some states where aid awards have been cut, students were forced to make up the loss themselves. In other instances, colleges



Lynn O. Nicholson of Illinois Wesleyan U. "We felt we would not be meeting our responsibility if we told students, 'Sorry, all bets are off!'"

themselves made up all or part of the lost grants.

"We felt we would not be meeting our responsibility if we told the students, 'Sorry, all bets are off,'" says Lynn O. Nicholson, director of financial aid at Illinois Wesleyan University. His institution aided about \$150,000 to its \$4.35-million financial-aid budget to assist 765 students who were affected.

Nationally, about 32 per cent of all the money spent on need-based programs for undergraduates will go to those attending private colleges, the report says.

Effect on Appropriations

For residents attending private colleges in their home state, the average award is expected to reach \$1,890, up 21 per cent from five years ago. The average award for a public-college student is expected to be \$915 this year, a 26.7-per-cent increase over the past five years. For students attending private colleges outside their home states, the average award is expected to have shrunk over the past five years by more than 14 per cent, to \$701.

The survey also touched on how states' fiscal difficulties were affecting appropriations for financial aid.

Seventeen states said their appropriations had been cut and another eight said their funding remained the same as in 1990-91. In some cases, the cuts did not cause states to reduce their financial-aid spending because they were able to draw on other sources, such as leftover funds from the previous year or a share of tuition increases. States responded to cuts in a variety of ways: Six said they had cut the amount of their maximum award, nine said they had reduced the amounts of all

requirements for eligibility for partial grants.

Twenty-nine states provide some undergraduate-student aid that is not based on financial need, but typically is awarded for academic merit or to persons who promise to enter certain professions. The amount provided for that category of aid is expected to increase by only 2.1 per cent over 1990-91, or about \$207-million dollars. That small increase appears to signal a shift in direction for states. In recent years the report has noted that spending for grants not based on need had been increasing at a much faster rate than spending for need-based aid. Last year's report, in fact, cited a 14.1-per-cent annual increase for aid not based on need.

Special 'Categories'

For that category, the survey found that states expected to increase the financing for such programs as merit scholarships and aid for students pursuing particular careers, but to decrease slightly the amount they spend on grants designed to reduce students' costs of attending private colleges. "It may be easier for states to secure program funding for special 'categories' of students than for students in general during periods of fiscal difficulties," the report says.

Only 21 states provide need-based aid for graduate- and professional-school students. This year those states are expected to provide just over \$30-million in aid to 23,470 students. While the dollar amount is a 6.9-per-cent increase over the spending in 1990-91, the number of students receiving such aid will increase by only 296.

Copies of the report are available for \$3 from the Division of Research and Policy Analysis at the Pennsylvania Higher Education Assistance Agency, 660 Bous Street, Towne House, Harrisburg, Pa. 17102-1398.

Government & Politics

States Wrestle With Proposals for Higher Tuition

A growing number of higher-education theorists want states to increase tuition substantially at public colleges and to use most of the additional money to expand financial-aid programs. But lawmakers who proposed that approach this year in Minnesota and Washington State found that they could not add it to enough legislators, students, or university officials.

Supporters of the "high tuition, high aid" approach say that it insures that tax subsidies for higher education are directed through financial aid to students who are the most needy, rather than to middle- and upper-income students who benefit by attending public colleges that use state subsidies to keep tuition rates low.

Some 'Urgency' Removed

The debates this year were also affected by tight state budgets. One of the sponsors of the measure in Washington, State Rep. Ken Jacobson, said it wasn't philosophy but the state's budget problems that had allowed his bill to progress as far as it did. The measure passed the House of Representatives 96 to 0 but died in the Senate when the Legislature adjourned this month.

When budget officials revised their estimates and determined the state did not have as large a deficit as projected, "that took some of

Government & Politics

the urgency out of the issue," Mr. Jacobson said.

Under Mr. Jacobson's proposal, the share of operating costs covered by student tuition would have increased between 20 and 25 per cent, depending on the institution. Washington state residents pay \$2,078 in undergraduate tuition at the two major state universities and \$1,696 at the regional universities. The national average tuition for a four-year public college this year is \$2,137.

Students Oppose a Measure

About \$17.4-million of the \$25.8-million raised by the increase would have been set aside for financial aid. The bill also would have expanded eligibility for aid so that more students from middle-income families—in this case with incomes up to \$49,000—could receive it.

Student groups opposed the measure, organizing petition drives and letter-writing campaigns in addition to testifying against it at legislative hearings. Mr. Jacobson had

"It's Inevitable, then

the state should

have a system"

to deal with it.

"Let's have the life

line ready to go."

debated by a lack of support from the public universities, particularly the University of Washington. They opposed it, he said, because the new revenue "wasn't going to be money controlled by the institution."

Robert O. Edic, director of government relations at the University of Washington, disputed that interpretation. State-university officials were concerned, he said, because much of the new aid would have gone to students at private colleges.

The institutions' leaders also believed there were other needs, such as salaries and equipment, that the state should have supported. "We're not willing to say all new money in higher education should go into financial aid," Mr. Edic said.

High Tuition Is 'Inevitable'

Mr. Jacobson said he might introduce the measure again next year, not only because he believes the high-tuition, high-aid approach is proper, but because high tuition, at least, is inevitable. Budget pressures on states will make it so, he said.

"It's inevitable, then the state should have a system" to deal with it, Mr. Jacobson said. "Let's have the life line ready to go."

The financial-aid proposal debated in Minnesota would have taken the high-tuition, high-aid notion even further. Introduced with the backing of the state's Private College Council, it called for doubling the state's money for financial aid for students at public and private institutions. Students now pay one-third of instructional costs through tuition and the state picks up the other two-thirds; the legisla-

ture would reverse that. Public-college tuition averages about \$1,800 in Minnesota.

"We're subsidizing rich kids' tuition," said State Rep. Mike Jaros, a sponsor of the bill. Now about 8 per cent of the state's higher-education budget goes to student aid. Under the bill, 45 per cent would go to student aid, and the number of students receiving assistance from the state would more than double, to 420,000 from about 60,000.

The legislation is still technically alive, but it is unlikely to be voted upon because it was not passed out of a committee before the Legislature's deadline for bills to reach the floor.

Some critics of the bill said they opposed it because it would use

public-college tuition to make more money available to private-college students. Brian J. Zucker, vice-president for research at the private-college council, said it was true that the amount of money going to private-college students would increase under the plan—to \$54-million from about \$34-million. But he said the amount of money available to public-college students would increase far more dramatically, to \$233-million from about \$35-million.

Mr. Zucker said the newness of the idea, not hostility to private colleges, explained the resistance. "This is a very fundamental kind of shift," he said. "It takes time to bring people around to it."

Even proposals without fundamental changes can be controversial—especially if they cost money.

That might be the only thing to stand in the way of the proposed changes in Kansas, where a committee of college officials has recommended that the state merge its several financial-aid and scholarship programs into a single grant program for undergraduates by 1996-97.

That's the major void in Kansas," said B. James Dawson, vice-president for student affairs at Fort Hays State University and chairman of the committee.

New Eligibility Criteria

The state now operates a need-based grant program for students at private colleges and a need-based scholarship program pegged to a student's American College Test-

ing program score.

The new grant program would replace those, and also would use different eligibility criteria, because of concerns that the standardized test is biased against minority students.

The new program would be open to any student who had completed an approved college-preparatory curriculum.

"There's no resistance, conceptually, to what we're doing," Mr. Dawson said. But he added that was the case perhaps because there have been few estimates yet of what the program would require in additional money. Once those figures are known, he said, there could be opposition from the Legislature. —GOLGIE BLUMENSTYK

FACT FILE: State Support for Student Aid, 1991-92

	1990-91	1991-92	Per cent change
Alabama	\$9,088,000	\$8,300,000	-8.6%
Alaska	2,878,000	2,880,000	+0.1
Arizona	3,338,000	3,328,000	-0.2
Arkansas	6,840,000	7,061,000	+3.2
California	184,388,000	169,205,000	-8.2
Colorado	22,788,000	24,380,000	+6.6
Connecticut	20,780,000	20,667,000	-0.6
Delaware	1,480,000	1,507,000	+1.8
District of Columbia	574,000	1,030,000	+79.3
Florida	83,244,000	72,874,000	-12.5
Georgia	30,888,000	26,388,000	-14.6
Hawaii	512,000	691,000	+35.0
Idaho	728,000	759,000	+4.3
Illinois	205,688,000	208,831,000	+1.6
Indiana	57,615,000	55,993,000	-2.8
Iowa	38,487,000	35,892,000	-6.8
Kansas	6,881,000	6,884,000	+0.0
Kentucky	10,966,000	21,078,000	+91.4
Louisiana	4,489,000	6,634,000	+47.6
Maine	4,007,000	5,004,000	+24.9
Maryland	21,482,000	22,053,000	+2.7
Massachusetts	46,000,000	23,748,000	-48.4
Michigan	43,789,000	41,877,000	-4.4
Minnesota	71,898,000	71,818,000	-0.1
Mississippi	1,377,000	1,246,000	-9.5
Missouri	28,626,000	29,440,000	+2.8
Montana	388,000	388,000	+0.0
Nebraska	\$2,192,000	\$2,362,000	+7.3%
Nevada	365,000	377,000	+3.3
New Hampshire	776,000	650,000	-16.4
New Jersey	96,482,000	119,398,000	+23.7
New Mexico	10,886,000	11,888,000	+9.2
New York	460,133,000	463,168,000	+0.6
North Carolina	28,386,000	26,137,000	-8.0
North Dakota	1,466,000	1,924,000	+31.9
Ohio	61,276,000	66,088,000	+7.8
Oklahoma	16,108,000	16,270,000	+1.0
Oregon	11,808,000	11,662,000	-1.3
Pennsylvania	142,897,000	159,181,000	+11.7
Rhode Island	6,638,000	9,137,000	+37.7
South Carolina	17,901,000	16,988,000	-5.1
South Dakota	856,000	570,000	-33.6
Tennessee	13,788,000	13,418,000	-2.7
Texas	26,674,000	28,755,000	+7.8
Utah	2,397,000	2,436,000	+1.6
Vermont	10,333,000	11,292,000	+9.3
Virginia	26,458,000	26,920,000	+1.7
Washington	21,069,000	23,489,000	+11.5
West Virginia	6,859,000	6,806,000	-0.8
Wisconsin	42,933,000	43,776,000	+2.0
Wyoming	212,000	226,000	+6.6
Puerto Rico	17,898,000	17,898,000	+0.0
Total	\$1,918,789,000	\$1,923,944,000	+0.3%

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Business & Philanthropy

Faculty Panel Asks Yale to Reconsider Scope of Its Restructuring Plan

NEW HAVEN A group of faculty members has recommended that Yale University scale back a proposed 10.7-percent cut in academic departments and faculty positions and called on the administration to find other ways to close the university's big budget gap.

The group was formed last month in response to faculty concerns about the university's "restructuring" committee. In January that committee issued a series of drastic and controversial recommendations, including the elimination of two departments, to deal with the budget deficit and Yale's deteriorating physical plant.

Administrators say the deficit is as high as \$15-million on the \$800-

million operating budget. The university, they say, could face financial problems for several years.

The 10-member faculty group, headed by Thomas J. Carew, a professor of biology and psychology, recommended some faculty cuts, but they would amount to only 5 percent over five years, compared with the 10.7-percent cut recommended by the restructuring committee. The faculty members also suggested that the university re-examine the faculty cuts in five years to see if the current financial projections had held true.

The committee also suggested that the university reduce the scope of its 10-year building-repair campaign. Some estimates place the total amount of deferred main-

tenance on Yale's campus at \$1-billion. The university expects to spend \$100-million a year repairing its buildings, with money raised in a \$1.5-billion capital campaign scheduled to open this spring.

The faculty group said the university could extend the renovation work on Yale's buildings over 30 years instead of 10, as recommended by the restructuring committee. In addition, the group said the university could spend more of its endowment.

"There is no magic solution," said Mr. Carew. "Neither we nor anybody else thinks that."

Widespread Fear and Anger

The report of the restructuring committee prompted widespread fear and anger among Yale's faculty members, many of whom criticized the substance of the recommendations as well as the manner in which the committee identified the departments slated for cuts.

They say committee members ignored important information in their deliberations about the departments. The recommendations of the restructuring committee included eliminating the departments of linguistics and operations research, cutting 114 of 1,067 "junior faculty equivalent" positions, and reducing graduate-student enrollment.

The restructuring committee, organized and headed by Provost Frank Turner, also recommended cutting the Institution for Social and Policy Studies and cutting the sociology department and merging engineering programs.

'A Lot More Light'

The final report of the restructuring committee, including comments from the recently formed faculty group, is expected to go to the Yale Corporation next month. Some faculty members say they hope that drastic cuts in programs may be avoided.

"My sense is that there is a lot more light and a lot less heat," said Mr. Carew. "The faculty is aware that feedback matters, and the administration is responsive. That makes a big difference."

—LIZ MCWILLIAMS

Business School Is Given \$8.75-Million

BERKELEY, CAL. The business school at the University of California here has received \$8.75-million toward the cost of a new building from a local family with long-time ties to the school.

The gift, from the family of the late Walter A. Haas, Sr., of San Francisco, came from four family foundations. It followed the family's \$15-million donation to the school in 1989—a gift also designated for a new facility.

University officials say the Haas family's total contribution of \$23.75-million is the largest ever to the Berkeley campus. Over the years, the family has supported various programs for students and faculty members on the Berkeley campus and at its Haas School of Business, which was named for Mr. Haas in 1989. A 1910 graduate of the business school, Mr. Haas was president of the San Francisco-based apparel manufacturer Levi Strauss & Company from 1928 to 1955. He later served on the business school's advisory board.

\$40-Million Thus Far

With the Haas family's donation, the business school has collected about \$40-million in gifts and pledges for its \$45-million capital campaign. Begin in 1988, the campaign seeks to cover the cost of a new complex to house, under one roof, the school's library, research centers, computer laboratories, classrooms, and faculty offices.

—JULIE L. NICKLIN

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Students

Note Book

Five women have reported that they were raped and three others have said they were sexually abused by men on or near campus at Rutgers University within the past month.

Seven of the women were Rutgers students. University officials have increased campus police patrols. They also provide counseling for rape victims 24 hours a day through the Dean of Students office and through counselors at campus police offices. So far, two men—one of them a Rutgers student—have been arrested for two separate attacks. The Rutgers student was charged with rape; the other man, with criminal sexual contact. Four incidents are still under investigation. In the remaining two incidents, the women have not pressed charges. In both of those incidents, the women said they knew the man who they said raped them.

Kenneth Anger is not a household name like Oliver Stone or Spike Lee.

But for students interested in independent and experimental film making, the avant-garde director of videos as *Stripped Rising* and *John Doe* is a celebrity. Anger is a graduate student at the University of Iowa and has won three awards for his films.

The students attended workshops on computer animation and video, film-making techniques. And, in the eight "film jams" held in the back of a campus bar, they showed their own work—with titles like *Heavy Winter* and *Metamorphosis*.

Mary Slaughter, a second-year master's degree student, said she had been inspired by independent film makers. "These people have a lot of guts," she said. "They've had to scramble for funding and jobs. And they've persevered."

When a group of students from Oregon State University are distracted from their studies late at night, it's often by the sound of a siren telling them that it's time for them to go.

Eighteen students at the university are enjoying free rent this year in exchange for serving as volunteer firefighters in Corvallis, Ore.

The students say they like the arrangement because the fire house is close to the campus.

Says Adam Rutherford, a sophomore majoring in engineering: "It's a very enjoyable living environment. People are quieter and more serious about what they do than they are in the dorms."



Lynn Harvey, a junior at Roosevelt U., designed a major in architectural reconstruction. "If you have a goal, then you should be allowed to shape it."

Students Who Design Own Majors Are Often at the Cutting Edge

By SUSAN DODGE

Even ecological technology in exercise science, students across the country are custom-designing their courses of study and creating majors that allow them to combine often-eclectic academic interests with career goals.

Individualized majors, as they are called on many campuses, have existed for years to satisfy students who do not find a niche in any of a college's traditional departments.

In many cases, the students' creations have made a lasting impact on higher education. Consistent demand for such majors as women's studies, comparative literature, urban studies, computer science, and environmental studies has led institutions to develop formal academic programs in those fields.

"Students have particular areas of interest that often turn out to be on the cutting edge of areas that are going to be significant," says Edith Swann, associate dean for student academic affairs at Oberlin College. "Sometimes they lead us into cor-

rel areas that we may not have otherwise developed."

About 10% Choose the Option

At Oberlin, about 30 juniors and seniors currently are working on self-designed majors. Although institutions do not place a cap on the number of students who can tailor their own, typically only about 10 percent of the undergraduates at most college and universities choose to do so.

On the campuses this year, students

Continued on Folio 10th Page



Edith Swann, associate dean for student academic affairs at Oberlin: "Students have particular areas of interest that often turn out to be on the cutting edge of areas that are going to be significant."

Students Who Design Own Majors Are Often at the Cutting Edge

Continued From Page 14
have designed majors ranging from the familiar, such as screenwriting and sports medicine, to the exotic, such as "Documentary Film and Native American Studies" and "Original Performance: A Synthesis of Modern Jazz and Theater." Although such majors may appear narrow, faculty members insist that the specialized topics allow for a broad-based education.

Says David Campbell, a professor in "nations and the global environment" at Grinnell College: "The individualized major enhances the very concept of a liberal-arts education by allowing students with eclectic interests to design an education which would otherwise be unavailable."

"Comparative Communism"

For example, Marlene Beth Ulkins, a senior at Grinnell, inspires to a career dealing with foreign policy, but she did not want a traditional academic major such as history or political science. Instead, she designed a major tailored to fit her interests and called it "Comparative Communism: China and Russia." Ms. Ulkins has taken courses in Grinnell's language, political-science, and history departments. "I'm not interested in all of political science or all of history," Ms. Ulkins says. "I am curious about why these two great powers—which are so different historically and culturally—both turned to communism."

Some students say they have

created their own majors because higher education has become too expensive for them to spend their time studying subjects that don't interest them or that don't apply to their career goals. Says Stuart Haines, who graduated from Oberlin in 1991: "I was on financial aid and had taken out \$26,000 in loans, so I needed to get everything out of my major that I could."

Ms. Haines designed "Social Paradigms: Change and the Environment," which incorporated courses in sociology, environmental studies, women's studies, and anthropology. She examined ways in which various civilizations dealt with environmental and social problems and investigated ways to promote social change and improve the environment.

Returning adult students also say they appreciate individualized majors because they can zero in on subjects in which they are already interested.

Architectural Reconstruction

Lynn Harvey, a computer specialist for the Railroad Retirement Board in Chicago, returned to college part time in 1989 in hopes of beginning a new career. She wants to use computer-aided design and laser technology to develop blueprints to reconstruct South Carolina homes and buildings that were built in the early 1800's and have almost been destroyed historically and culturally—both turned to communism."

Ms. Harvey, now a junior at Roosevelt University, says she was thrilled when she learned that

she could design her own major in architectural reconstruction, including courses in computer technology, architecture, and history. "If you have a goal, then you should be allowed to shape it," she says.

Colleges and universities often place more stringent academic requirements on students who are designing their own majors to insure that they take core courses in a variety of subjects. Many also require such students to complete a senior project or thesis, even if students in traditional majors are not required to do so.

Senior Project Required

At Indiana University, for example, students in the Individualized Major Program who are focusing on areas in the arts and sciences must complete core requirements in natural sciences, arts and humanities, and social sciences, as well as finish a senior project.

Each student with a self-designed major has two faculty sponsors who approve his or her academic schedule each semester. At Indiana University, undergraduates with traditional academic majors are not required to complete a senior project and have only one faculty adviser.

On other campuses, students who want to design their own majors must appear before committees of faculty members and administrators who question them in detail about their plans. Students at the University of Massachusetts at Amherst must submit a 6- to 10-page proposal outlining their course of study and write papers at the end of each term detailing their progress. They are required to

write a senior research paper related to their major and a senior summary and abstract reflecting on their studies. Their schedules are monitored by two faculty advisers and a supervisor in the university's individualized-major program. Some higher-education officials say that the students who design their own majors are more motivated than if they were following a prescribed path, so they generally do better," she says.

What They're Reading on College Campuses



1. **Life's Little Instruction Book**, by H. Jackson Brown, Jr. —
2. **The Firm**, by John Grisham —
3. **Fried Green Tomatoes at the Whistle Stop Cafe**, by Fannie Flieger — 8
4. **The Prince of Tides**, by Pat Conroy — 2
5. **You Just Don't Understand**, by Deborah Tannen — 5
6. **Heartbeat**, by Danielle Steel —
7. **Wayne's World**, by Mike Myers and Rubin Ruzan —
8. **The Seven Habits of Highly Effective People**, by Stephen R. Covey — 3
9. **Revolution From Within**, by Gloria Steinem —
10. **Diane's Beauty and the Beast** —

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: Amherst U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Cornell U., Dartmouth College, Davidson U., Emory U., Iowa State U., Kent State U., Lehigh U., Loyola U., Marquette U., Montana State U., New York U., North Carolina State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Iowa, U. of Kansas, U. of Maryland, U. of Minnesota, U. of Missouri, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Texas at Austin, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wake Forest U.

Reports covered sales of hardcover and paperback trade books in February.

Students

Side-lines

Another basketball coach named Valvano has had a run-in with academic administrators at his college.

This time the coach is Bob Valvano, younger brother of Jim, who resigned under pressure at North Carolina State University amid investigations into rule breaking and academic abuses in April 1990.

Bob Valvano was fired this month as men's basketball coach at Catholic University of America after college officials complained that his "coaching and athletic philosophy is not consistent with that of this university."

In a letter that the coach released to local reporters, the university said it was dismissing Mr. Valvano for three reasons: He used "vulgar and abusive language," he let several players who were of legal drinking age buy beer after the team's first victory in 1989, and he gave his players trophies after a loss last year to suggest that the team was performing like girls.

The players rallied to the coach's side. They called the incidents minor and urged Catholic to reconsider the dismissal.

Mr. Valvano himself said he regretted some of his actions, and he apologized for them. But he noted that most of the episodes had taken place long ago, and said university officials had not mentioned them to him before. Mr. Valvano promised to fight to keep his job.

University officials declined to comment last week. But after a meeting with Mr. Valvano and his lawyer, the university said it would reconsider his dismissal. A decision is expected this week.

The U.S. Justice Department has told the University of Nevada at Las Vegas that it is not investigating charges of point shaving by current or former players.

In a letter to Carolyn Sparks, chairwoman of the University of Nevada Board of Regents, John C. Keene, a deputy assistant attorney general in the Justice Department's criminal division, said it had never started an investigation and had no plans for one.

A published report last month that the federal law-enforcement officials were investigating the possibility that two players had shaved points sparked the latest round of controversy at the institution, prompting the basketball coach, Jerry Turkmanian, to try to rescind the resignation that he had submitted. Mr. Turkmanian vowed to defend his name and the reputation of his players.

Meanwhile, San Diego State University hired Tony Fuller, an assistant coach at the University of California at Los Angeles, as its men's basketball coach, ending speculation that Mr. Turkmanian might be offered the job. Mr. Turkmanian, 49, who coached at the University of the South, accepted a position with the Seattle SuperSonics of the National Basketball Association last week.

Athletics



The panel's William C. Friday: "Change is being brought about by the people who are most intimately involved in intercollegiate athletics."



Richard D. Schultz, head of the NCAA: "The survey's result tells college officials 'that what they're doing is making a difference.'"

Knight Panel Praises Sports-Reform Movement but Sees 'a Long and Hazardous Road' Ahead

WASHINGTON
The movement to reform college sports has made significant progress in the past year but faces "a long and hazardous road" ahead, the Knight Foundation Commission on Intercollegiate Athletics said last week.

The panel offered that conclusion in a follow-up to its much-heralded March 1991 blueprint for sports reform. In last year's report, the Knight panel said that the system of big-time sports was out of control,

and it made a series of recommendations designed to rein it in.

A 'Solid Start'

Last week the commission said it believed college officials had made a "solid start" toward addressing the problems that had evoked public confidence in sports programs and the colleges that sponsor them.

The panel also released a survey by L.H. Research, conducted by Louis Harris, sug-

gesting that the reform efforts had diminished public concern about big-time sports. The survey found that 47 per cent of those questioned in February believed college sports were "out of control," compared with 75 per cent a year ago.

The commission credited leaders of the National Collegiate Athletic Association, including its executive director, Richard D. Schultz, and its presidents' commission, with winning approval of tougher action, with winning approval of tougher action.

Continued on Following Page

Advocates of Women's Sports Vow to Keep Equity Issue at Center Stage

By DOUGLAS LEDERMAN

NEW YORK
Seeking to capitalize on a growing awareness of their cause, advocates for women's sports called last week for a national campaign of litigation and lobbying to force colleges to comply with laws barring sex discrimination.

A panel of sports officials, lawyers, and other advocates gathered in a press conference here to tell college administrators: Comply with the law now, or we'll see you in court later.

"It's time to send a message to the old boys' network that they had better make room for women and girls," said Richard Lapchick, executive director of Northeastern University's Center for the Study of Sport in Society.

Lobbying Group Gets New Leader

The advocates said that recent events had thrust the issue of gender equity to the forefront of the college-sports agenda for the first time in nearly 15 years. Those events included a Supreme Court decision last month giving victims of sex discrimination the right to sue for damages and the release of a National Collegiate Athletic Association study that they said demonstrated the unequal treatment of men's and women's sports programs.

They gathered here last week for what they viewed as the latest event in that series: the announcement that one of the most respected (and, in some quarters, feared) female administrators in intercollegiate sports was leaving the college ranks to lead a national lobbying group.

Ironically, the press conference introducing Donna A. Lopiano, director of women's athletics at the University of Texas at Austin, coincided with the lack of enforcement of this law.



Donna A. Lopiano of U. of Texas at Austin: "Colleges have grown complacent with the lack of enforcement of this law."

America's Young People Pessimistic About Race Relations

Continued From Page 14
dents to be more tolerant of those from different backgrounds.

Peter D. Hart Research Associates, which conducted the survey for People for the American Way, also did one-on-one interviews with some of the survey participants. The results were compiled in a report, "Democracy's Next Generation II," which was released at last week's press conference. An earlier report, on a survey about citizenship issues, was issued in 1989.

Influence of Politicians

The report's authors maintained that their study showed that politicians had been successful in influencing the public's views on affirmative action. The authors note that more young people oppose giving minority candidates "special preference" for college admission and jobs than opposed giving "special consideration."

"When you ask youth about special consideration, many of them say, 'Yes we ought to lend a helping hand,'" said David Crane, vice-president of People for the American Way. "When you shift to preference, the tide turns. There is a feeling that preference does not fit. The rhetoric we've been hearing from politicians about quotas has exploited fears and created a perception among whites that they are being discriminated against."

Fifty-one per cent of the whites said they were opposed to colleges' giving special consideration to minority students, and 65 per cent opposed special consideration for minority job applicants. But when the word "preference" was substituted for "consideration," 64 per cent of the whites said they opposed such approaches in education and 78 per cent opposed such efforts in employment.

Blacks and Hispanics, however, still felt such efforts were needed to compensate for discrimination. Seventy-four per cent of the blacks and 37 per cent of the Hispanics supported special consideration for minority applicants in college admission. Further, 60 per cent of the blacks and 43 per cent of the Hispanics said employers should give special consideration to minority job applicants.

As with whites, support dropped when the word "preference" was substituted for "consideration." Fifty-two per cent of the blacks said colleges should give special preference to minority candidates, and 40 per cent said employers should give special preference to minority job applicants.

When asked what could be done to help solve the nation's racial problems, 37 per cent of the young people questioned said that giving more scholarships to minority students would "help a great deal." Forty-one per cent said that requiring students to take classes in the

history and culture of various groups would help. Only 32 per cent of the students said that punishing students who used racial slurs would help solve society's racial problems.

Areas of Agreement

The survey did find trends in which white and minority respondents agreed and other areas that showed race relations could improve. The authors found that a majority of the young people interviewed believed in the value of the family and said that education, hard work, and a fair chance were the keys to success.

In addition, 35 per cent of those surveyed said they believed race relations were "getting better." More than 70 per cent said "they had a close personal relationship" with a person of another race. While most of the young people interviewed said they thought that racial integration was a "very important" goal for the nation, more black and Hispanic youth believed it was a significant goal than did whites.

But the authors also found that many young people "still cling to stereotypes, of the white maintaining personal friendships that fly in the face of those stereotypes."

Copies of the report are available for \$1.95 each from People for the American Way, 2005 M. Street, N.W., Suite 400, Washington 20036.

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Advocates for Women's Sports Vow to Keep Equity Issue at Center Stage

Continued From Preceding Page
as executive director of the Women's Sports Foundation took place in a bastion of the male-dominated sports world, the Heisman Trophy Room of New York's Downtown Athletic Club.

In the same room where college football's most coveted award is bestowed each year—the walls are lined with pictures of men's men like Glenn Davis, Paul Hornung, and Roger Staubach—advocates for women's athletics criticized the huge sums of money spent on the sport and plotted a strategy for helping women to get a larger share of that money.

"With the NCAA study, we now have proof of massive, blatant, and wholesale violation of Title IX at virtually every institution," said Arthur Bryant, a lawyer whose group, Trial Lawyers for Public Justice, has represented female athletes fighting to keep their teams from being dropped by their colleges. "We have to let schools know that if they won't comply with the law voluntarily, we'll try to force them to do it whether they like it or not."

'Threat Never Materialized'

Ms. Lopiano, a former professional softball star who built one of the country's top women's sports programs at Texas and is viewed by athletics officials of both sexes as a dynamic advocate for women, said the women's sports movement needed a new approach because the Education Department's Office for Civil Rights, which is responsible for enforcing Title IX, had done little since the late 1970's.

"During the first four or five years of Title IX, there was a threat of OCR really coming down heavily on colleges and universities with

the laws of federal funds," Ms. Lopiano said. "That threat never materialized. Colleges have grown complacent with the lack of enforcement of the law, and they have not continued to try to make progress."

NCAA Study Cited

As proof of the lack of progress, she and others cited the NCAA study on gender equity, which showed that female athletes got fewer than a third of the athletic opportunities and athletic scholarships and less than a quarter of the money spent on sports over all.

Michael L. Williams, Assistant Secretary of Education for civil rights, said in an interview last week that he would not comment on the office's performance before he took over in July 1990. But since then, he insisted, OCR has redesigned its Title IX manual, initiated compliance reviews at several colleges, and drafted a letter warning college presidents not to violate Title IX when they cut sports teams. That letter, which was circulated to selected college officials last month, will be sent to presidents shortly (*The Chronicle*, February 5).

"All of those suggest and evidence that we are becoming the kind of enforcement agency in this area, and others, that we want to be and that the public wants us to be," said Mr. Williams.

Signs of Movement

Although most of the panelists agreed that the civil-rights office had begun to show signs of movement on Title IX (Ellen Vargyas, senior counsel for the National Women's Law Center, said OCR had "finally moved out of its en-

forcement black hole") it cannot be counted on to enforce the law alone, they said.

In the last two or three years, enforcement has tended to depend instead on a patchwork campaign aimed at individual institutions. Mr. Bryant, for instance, helped athletes at the Universities of Oklahoma and New Hampshire and the College of William and Mary to win reinstatement of their teams by threatening a lawsuit. While he plans to continue that strategy—he is now talking to athletes at Brown and Northeastern Universities—a more coordinated effort is needed, Mr. Bryant said.

He and others here proposed a "national, coordinated legal strategy" to pressure the NCAA, the civil rights office, and individual colleges to come into compliance.

The civil-rights office, they said, should begin a much more active enforcement campaign, like the one it pursued when Title IX was established in 1972. Peggy Kellers, executive director of the National Association of Girls and Women in

Sports, said the Education Department should require colleges to meet certain standards by certain dates, and then conduct regular compliance reviews to insure that they were meeting the requirements.

Proposal by Big Ten

A similar strategy must be pursued at the NCAA level, Ms. Lopiano and others argued. True compliance with Title IX is impossible in collegiate athletics without a meaningful distribution of already existing money, she said. Most sports programs are already short on cash, and new opportunities for women are most likely to come at the expense of the costly football and men's basketball programs.

Individual colleges cannot make major, unilateral cutbacks in those sports without damaging their competitiveness; hence major cutbacks, such as in the number of football players and scholarships, she said, can be achieved only by a group of colleges.

Knight Panel Praises Movement to Reform College Sports

Continued From Preceding Page

academic requirements at last January's NCAA convention and plotting a course that it hopes will produce other significant changes. Mr. Schultz, in turn, credited the panel for putting constructive pressure on the NCAA and helping to point the way to reform. The panel noted that 10 of its 20 recommendations had been addressed in some way by the NCAA since March 1991.

"The message today is that change is being brought about by the people who are most intimately involved in intercollegiate athletics," said William C. Friday, co-chairman of the Knight panel and president emeritus of the University of North Carolina system. "We're on our way."

The results of the Harris survey suggested that many Americans agree with Mr. Friday's analysis. The 28-point drop in the percentage of people who believed sports were out of control suggested, Mr. Harris said, that "the impression is being made that something's being done by those in power."

"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control," he added.

Mr. Schultz called the finding "music to my ears." He said it would send a message to sports officials "that what they're doing is making a difference."

Certification Program

Despite its applause for what has been achieved thus far, the Knight Commission said a great deal still remained to be done. The Knight Foundation has agreed to keep the commission alive through next spring—at a cost of \$3 million.

The Knight immediately before the NCAA, the panel said in its report, is the establishment of a certification program that will hold each college accountable for the academic, financial, and administrative conduct of its sports program. Such a program is expected to be con-

ced at the annual meeting of the NCAA next January.

Beyond that, the commission said, the NCAA must find a way to deal with the escalating financial pressures on sports programs and, specifically, with the lack of equity between male and female athletes.

More generally, the panel said the association must create a structure that insures the continued pre-eminence of presidents, and pres-

"There's a feeling that the presidents have finally found the steel in their backbones to step up and take control."

idents themselves must stay committed to the reform movement over the long run. Chief executives must not give in to the "danger of despair," the panel's report said.

"The battle for reform cannot be won if it is waged in fits and starts," the report said. "We urge our colleagues in the world of intercollegiate athletics to persevere. The short-term reward will be athletic programs free of academic abuse, financial irregularities, and the suspicion that the program defies academic control. But the long-term benefits will belong to student-athletes, and rightfully so, because their welfare is what college sports is all about."

The results of the Harris survey suggest that the public is far from convinced that college officials can clean up the mess in college sports. Seventy-three per cent of the survey respondents said that rules violations in sports had undermined the ethical image of colleges, and 43 per cent still did not believe the colleges could solve the problems on their own, without federal or state legislation.

One possible model for the NCAA can be found in a proposal now under consideration by the Big Ten Conference, which would require each college to meet certain minimum requirements to remain a member. For instance, the proposal would require the proportion of female athletes at each college to be at least 40 per cent of all intercollegiate athletes within five years, and to match the proportion of women in the student body within 10 years.

John DiBiaggio, president of Michigan State University and chairman of the Big Ten committee studying equity, said that if the league adopted such a proposal, it would probably promote a comparable plan in the NCAA as a whole. Ms. Lopiano has always argued that legal action should be a last resort, and she reiterated that position last week. But she fully endorsed the idea of a national campaign that would include at least the threat of litigation.

"I hope the prospect of our putting that together makes it unnecessary," she said. "But history has shown that things only happen when there's an outside impetus."

The members of the Knight panel said they hoped Congress and state legislatures would let the NCAA and the colleges resolve their own problems.

'Erecting Roadblocks'

"We ask our friends in the world of higher education to help us to stand aside while college and university leaders complete the job," the report said. "Academic and athletic administrators are demonstrating they can meet the challenge. Attempted legislative roadblocks, even when well intentioned, can only complicate their task by erecting roadblocks on the road to reform."

Rep. Tom McMillen, a Maryland Democrat who is a member of the Knight Commission, disagreed with the panel on that point.

He said Congressional prodding had consistently resulted in meaningful changes in college sports, citing the passage of Title IX of the Education Amendments of 1972, which requires sex equity at institutions receiving federal assistance—in athletics and elsewhere.

Representative McMillen has proposed a bill that would restore the NCAA's antitrust exemption in negotiating television contracts in exchange for changes in the association's governance and financial structure. —DOUGLAS LEONARD

People In Athletics

Bruce D. Brydie, associate director of letters and baseball coach at Western U. of Athletics director.

John W. C. Borden, football coach at Western U. of Athletics director.

Shawntel Hanks, athletics director at College College, has resigned.

George Horvath, athletics director at Ball State University, has resigned.

Dennis Lambert, athletics director at U. of Vermont, has resigned.

Michael Plesner, athletics director at U. of Maine, has resigned.

Lawrence Walsh, athletics director at Ball State University, has resigned.

Dispatch Case

The presidents of three athletic organizations have written a letter to Sen. David L. Boren expressing their concern that a new federally financed program to spur study abroad will be undermined by its ties to government intelligence agencies.

Senator Boren, a Democrat of Oklahoma and chairman of the Senate Intelligence Committee, was the author of the National Security Education Act of 1991, which is designed to increase opportunities for undergraduates to study abroad and to support the training of more specialists in languages and area studies (*The Chronicle*, December 4). The legislation was developed in part to provide federal intelligence and security agencies with a bigger and more-qualified pool of experts on critical regions and languages.

The program is to be administered by the Defense Intelligence College, said the Director of Central Intelligence is among the members of its advisory board.

While it was working its way through Congress, the legislation was criticized by some lawmakers and higher-education officials for the way it suggested links between the intelligence agencies, students, and training abroad. One of the bills included an express prohibition on the use of students in the program for any intelligence-gathering activities.

But the same, the presidents of the three groups—Ida M. Keller of the African Studies Association, Lars Scholten of the Latin American Studies Association, and Habib A. Awwad of the Middle East Studies Association of North America—said there were problems.

"We gratefully acknowledge your efforts to insulate this program from the perception that the NSA is intended primarily to serve intelligence-gathering functions," their letter stated. "Unfortunately, our experiences suggest that this perception will remain a significant obstacle to the implementation of the program."

The letter urged that the program be administered by a federal education agency, not the Defense Intelligence College, and that the CIA director not be a member of the advisory board.

In response, Senator Boren said in a statement: "We worked closely with the education community in drafting this legislation and as evidenced by the widespread endorsements from universities, colleges, and educational organizations around the country, we have listened to their concerns and made changes to the legislation that address these concerns."

Now, with all 17 of the two-year colleges

International

End of Cold War Said to Require Shifts in Exchanges

Officials seek to reduce the role of governments

By PAUL DESRUSSIEUX

WASHINGTON

The end of the cold war and the dissolution of the Soviet Union call for new ways to conduct the business of international scholarship exchange and communication, say officials at organizations involved in U.S. academic relations with other countries.

In particular, they say, if researchers in the United States are to develop normal and ultimately productive relationships with their counterparts in Russia and other former republics of the Soviet Union, the role of government in those dealings must be redefined and, eventually, sharply reduced.

'Not What Scientists Want'

For foremost concern to exchange officials is the need for scholars in the former Soviet Union to be given responsibility for shaping and managing such programs as well as the freedom to independently develop cooperative relationships with their counterparts abroad.

"Centralized exchanges run by the government bureaucracy are not what scientists over there want," said Cassandra Tarczuk, program officer for Central Europe and Eurasia at the National Academy of Sciences. "They don't want to hold onto the old system; they want to adopt a market-driven approach, one that is based on merit."

Said Allen H. Kussaf, executive director of the International Research and Exchanges Board: "Government is too blunt an instrument to manage scholarly exchanges. This should be in the hands of scholars."

The speakers made their remarks before an audience of three dozen top education

Continued on Page A37



Chingiz Dzhapigov, Kyrgyzstan's Minister of Education: "Fortunately, a lot of our republic's history was transmitted orally, so we are able to reconstruct it."

Kyrgyzstan's Education Minister Plunges In With an Ambitious Blueprint for Reform

WASHINGTON

Four weeks ago Chingiz Dzhapigov was a history professor at the national university in his native Kyrgyzstan, one of the Central Asian republics of the former Soviet Union. Then the president of the newly independent state got a look at her proposal for a top-to-bottom reform of education in the country. He promptly named her Minister of Education.

In that role, Ms. Dzhapigov was in Washington this month as part of a delegation of top education officials from the 15 republics of the former U.S.S.R. While apologizing to almost everyone she met for being so new to her post, Ms. Dzhapigov spoke with authority and determination about her country and its plans for education.

"One of our main challenges is to improve the quality of education we are giving students," she said. "It is a tragedy that our children know Russian history but not Kyrgyz history. We now have to liberate our education from ideology."

Rewriting History Textbooks

The change in her duties came, she explained, just as she was plunging into a new and important project—rewriting the history textbooks used in her country. She was putting Kyrgyz history back in, she said, and putting Soviet history out. "Fortunately, a lot of our republic's history was transmitted orally," she said. "So we are able to reconstruct it." She regretted having to turn the project over to others, but said she would return to it as soon as her education reforms were implemented.

In comments made in public meetings and in responses to a reporter's questions, Ms. Dzhapigov sketched a picture of a nation that was thrilled finally to have an opening to the West and was planning to make the most of it. She even brought with her to Washington a supply of posters promoting tourism in Kyrgyzstan, a remote

Continued on Page A37

Long Shuttered by Israel, Palestinian Universities Face Financial Crisis and Unprepared Students

HERBERT M. WATZMAN

JERUSALEM

As they struggle to return to normal after as many as four years of Israeli-enforced closures, the Palestinian universities in the occupied West Bank and Gaza Strip find themselves faced with restless students, inadequately prepared freshmen, and a financial crisis that threatens to force drastic cuts in staff and programs.

Two years ago the Israeli Ministry of Defense began allowing Palestinian universities to reopen, on the condition they not be used by students as staging grounds for protests against Israel. Israel's decision to close the campuses—which has drawn criticism from outside the country—was intended to prevent such occurrences.

Israel's interest in improving its image abroad had much to do with the reopening of the campuses.

Now, with all 17 of the two-year colleges

and 5 of the 6 universities in the West Bank and Gaza Strip open, students indeed are putting limits on their campus political activities.

In general, they appear to be holding their political gatherings indoors, and they are especially careful not to allow anything resembling a demonstration to threaten the campus grounds. The Israeli leave the campuses alone, and a financial crisis that threatens to force drastic cuts in staff and programs.

Bir Zeit U. Remains Closed

One institution remains closed. It is Bir Zeit University, probably the best known of the Palestinian institutions and the one where student political activity—sometimes violent—most frequently provoked the ire of the Israeli authorities. Its two

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International

End of Cold War Said to Require Shifts in Philosophy of Exchanges

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officials from Russia and the former Soviet republics, and more than 40 leaders of U.S. education organizations and agencies.

The delegates from the Commonwealth of Independent States, the three Baltic republics, and Georgia were in Washington for a round of meetings with sponsors of exchange programs and officials of the World Bank, the Department of Education, and other groups. They came to the United States as guests of the Comparative and International Education Society, whose president, Stephen P. Heyneman, a World Bank official, raised \$200,000 from private sources, including the Soros Foundation, to sponsor the delegation. Members of the group spoke about plans for reforming education in their countries at the annual meeting of the education society, which was held in nearby Annapolis, Md.

Told to Seize the Opportunity

At a two-day Washington meeting on academic cooperation, organized by the U.S. Information Agency, the officials from the former U.S.S.R. were told many times that they needed to seize the opportunity to conduct educational and scholarly relations in new ways, and that replicating the old system even under their "democratic" governments, was a prescription for failure.

Mr. Kassof, a long-time leader of U.S. scholarly-exchange efforts, made it clear that he was also calling for the United States to get out of the business of administering such programs. The involvement

of the U.S. government in the role of "micro-administrator of academic exchanges" was no longer a useful or appropriate one, he said.

"The embassies played an important role in these programs in the Soviet Union and in other nations during the cold war," he said, "but this is 1992 and time to change the thinking."

Mr. Kassof said the management of academic exchanges, including the Fulbright program, should be turned over to non-governmental organizations on both sides, "leaving the governments out of it, except as providers of funds."

Asked to respond to Mr. Kassof's comments, the USA, which administers the Fulbright exchange program, issued a statement through a spokesman, William B. Reinckens: "We have a long history of administering academic-exchange programs in cooperation with private organizations representing the academic community and under the supervision of the J. William Fulbright Foreign Scholarship Board. Peer review in the selection of participants is universally recognized as an integral aspect of the program."

Mr. Reinckens criticized the low level of financial support being provided by the United States to support scholarship both on the former Soviet Union and in it. "Having survived the cold war, we ought to be doing more," he said.

'Disappointingly Slow Pace'

Dan Davidson, executive director of the American Council of Teachers of Russian, lamented the "disappointingly slow pace" in the



Vladimir Shorin of Russia: "Our government has taken steps to eliminate the monopolization of science."

growth of student exchanges. "We really haven't gotten beyond the token and symbolic," he said.

"We're talking about exchanges involving only hundreds of students, out of college enrollments of 5.5 million on each side."

Mr. Davidson said that, this being an election year, "it's hazardous for political leaders to even talk about assistance for international education, but political leadership is what's needed."

Many officials spoke of the problems that exchange organizations are having in the former U.S.S.R. A focus of many complaints was the insistence by the Commonwealth states that foreigners pay

for all travel in their countries in hard currency.

The economic problems in the region were called a threat to academic exchanges because they increase the likelihood of corruption. The tyranny of yesterday and the corruption of today were two notes sounded often. Edward Dneprov, Russia's Minister of Public Education, grew tired of the references and responded accordingly. "You can go on kicking a horse when it's down if you want, but that will not make it get up," he said. "We need to find a horse that we can ride on together, and maybe then we will get somewhere."

Vladimir P. Shorin, chairman of



Allen H. Kassof of IREX: "Governments are too blunt an instrument to manage scholarly exchanges."

the committee for education and science of the Russian parliament, rose from the audience to "correct a few misperceptions."

It was not true, he said, that things were being done in the same ways as in the Soviet era. "We have legislation now in parliament that will provide the basis for a new education system and the formation of new organizations to be involved in scholarly and educational exchange," he said.

"Our government has taken steps to eliminate the monopolization of science and has set up a billion-ruble fund to support this. 'No system is perfect,' he added, "and even under its monopoly position, our academies achieved a great deal in all kinds of science."

Vladimir G. Kinelev, chairman of Russia's State Committee on Higher Education, said in an interview that university reforms being undertaken included the introduction of systems to license, accredit, and rank educational institutions. Other reforms, he said, dealt with a general diversification of higher education and decentralization of its management, as well as changing the content of the social sciences and retraining professors.

'Some Old Rules Still Apply'

Turkmenistan's Minister of Education, Nursakhat Baïramakhatov, said it was important for everyone to bear in mind that "even with these great changes, some of the old rules still apply."

Wesley A. Fisher, director of International Research and Exchanges Board programs with the countries of the former U.S.S.R., said: "You may not be aware of how bitter our experience was having to deal with your bosses in the bureaucracy all those years, and it now would be good to try to do it in a new way."

Mr. Fisher said Russia and its neighbors should establish "a central point of access" for foreign scholars to assist them in their research. He also called for support for electronic-communication links that would enable scholars to have direct and instantaneous contact "on a non-commercial basis."

Kyrgyzstan's New Education Minister Has Ambitious Blueprint for Reform

Continued From Page A35

and mountainous land on China's northwest border.

Ms. Djikpova said standardized testing was the first education concept she planned to borrow from the West. Basing university admission on the results of such tests would help put an end to the bribery that has largely determined who would gain access to higher education in Kyrgyzstan and other former Soviet republics, she said. "Right now our schools are in a non-healthy state than our university and institutes, which have been destroyed by this system."

The country's 2,000 schools enroll one million students. The higher education system includes four universities and the 13,000-student University of Kyrgyzstan, located in Bishkek, the capital.

'Corruption, Protectionism'

Speaking sometimes in English and mostly in Russian through an interpreter, Ms. Djikpova told of how "corruption and protectionism" had, up to now, prevented the democratic changes in her country. That, she said, should start to change next month, when reforms take effect.

Besides the move to standardized testing and the revamping of course content, the changes in

higher education include the legalization of private institutions and the establishment of a merit-scholarship system.

Teachers and professors, who had worked under a "tenure for life" system, will now be signed to annual contracts, a change that is expected to reduce corruption.

The degrees offered at the university are to be restructured along the lines of U.S. higher education. "The incompatibility of diplomas made it difficult for us to integrate our education with that of other countries," said Ms. Djikpova, who earned her doctorate at Moscow State University.

For the time being, she said, control of higher education will remain centralized. "Our institutes want to be independent and elect their own chiefs, but from just experience we know they usually elect the worst people because it's more comfortable that way," she said.

One change that Ms. Djikpova lamented is the lowering of the level of compulsory education to 9 years from 11 because of scarce financial resources. "We worry about losing the intellectual level," she said.

Illiteracy, she said, is virtually non-existent among the population of 4.5-million. Most students leave school knowing Kyrgyz and Russian. She plans to make English the country's third language.



The two big problems in the schools, she said, are rundown facilities and poor pay for teachers, who earn only about \$5 a month.

According to the World Bank, the average per-capita annual income in Kyrgyzstan is \$1,000. "The bank told us we were above the world average in economic

standing, even though we consider ourselves poor," Ms. Djikpova said. She quickly added, however, that the country was rich in resources.

"We hope and have faith," she said, "that in the near future things will get better."

—PAUL OBRUSSEAU

Palestinian Universities Struggle to Return From Years of Closure

Continued From Page A35

Deheische to have a clear mind for study," says Musa Dawabseh, Bethlehem University's press spokesman. Deheische is a refugee camp on the West Bank that is the site of frequent clashes between Palestinian activists and the Israeli army.

In an effort to keep campus politics under control, the Bethlehem University Student Council recently decided to ban from the campus any activists who mask their faces—a practice typical of those who lead the stone throwing and slogan shouting, and of those who have attacked Israeli soldiers and civilians.

"We felt that in an academic institution it is not a good thing to have masked people walking around," explains Ibrahim Salib, a member of the Student Council.

Two weeks ago, when the Israeli army extended Bir Zeit's closure order for two more months, it also said it would begin consultations with officials of the institution on the question of reopening it.

Uprising Is in Its 5th Year

The attempt by the institutions to return to normal while the Palestinian uprising against Israel—the *Intifada*—continues has been at best only partly successful. The continuation of the uprising, which is now in its fifth year, means curfews and travel restrictions that often prevent students from getting to their campuses. And the political atmosphere in the occupied territories remains charged.

"It's not easy for a student from

change from pre-*Intifada* days. No less significant is the number of entering freshmen. The years of closure produced a huge pool of high-school graduates anxious to get a college education but prevented from starting their studies. The economic depression that has accompanied the uprising in the West Bank has only increased their numbers. Families that once would have sent their children to study abroad can no longer afford to.

Bethlehem University, a Roman Catholic institution sponsored by the Vatican, has just begun its fourth semester, since being allowed to reopen at the end of 1990. It has 1,050 freshmen, two and a half times as many as in a normal



UNIVERSITY MAP BY INFO CHARTS

entering class. And many of the freshmen are unprepared for college. All high schools were closed by the Israelis for several months during the first year of the *Intifada*, and even when they reopened, many students preferred the action on the streets to the classroom.

'It Must Be a Policy Decision'

Some say a severe shortage of funds is a more immediate threat to the future of Palestinian higher education than the Israeli army. Since the Persian Gulf war, the outside money on which the West Bank universities always depended for most of their budgets has dried up. The Association of Arab Universities, which has served as a conduit through which financial support from Arab countries and Palestinian organizations was provided to the Gaza and West Bank universities, has transferred no funds for the past five months.

"Most of the money came from Iraq, Saudi Arabia, Kuwait, and the other Gulf States, and those countries are no longer giving money to the association," reports Gabriel Buramki, vice-president of Bir Zeit University. The funds dried up, he explains, both because of the costs of Iraq's invasion of Kuwait, and as a result of the changing political alliances in the region. Since the Palestine Liberation Or-

ganization sided with Iraq in the war, Kuwait, Saudi Arabia, and other Gulf States have cut off their support for Palestinian causes.

Mr. Buramki declines to say how much the Palestinian higher-education system has lost in outside financing over the last year, but does say that all institutions are currently dipping into their employee pension funds to meet their needs.

The universities also are getting less money in tuition than they used to. Tuition charges always have been extremely low at Palestinian universities and have covered on the average only about 15 per cent of operating costs. Now, of the Palestinian universities has an endowment of any kind. But tuition rates—quoted in Jordanian dinars—have remained static nominally since before the *Intifada*, and have not been raised even to take into account the dinar's significant loss in value.

The lack of funds and late payment of salaries have led to labor disputes on several campuses.

The financial crisis is likely to peak in the next few months, Mr. Buramki says, as staff and faculty contracts come up for renewal. If contributions from Gulf states do not resume and no new sources of funds are found, he adds, the universities will have to close down some of their departments and operations.

Still, the Palestinian university community remains optimistic—perhaps because it has no other choice.

"A lot of yesterday's dire predictions have not come to pass," Brother DeRooper says. "The future is not in our hands, so we just have to get on with the present."

International

Name Dropping

AFTER months of speculation, last week George Nigh, Governor of Oklahoma, was named president of the University of Central Oklahoma. He will succeed Bill Lillard, the university's president for the past 17 years. Among those present for the announcement was Oklahoma's current Governor, David Walters, who said: "In a Presidential election year, a lot of governors around the nation aspire to be President. I just didn't think George would make it this fast."

There is a requirement in Texas that the Board of Regents of the University of Texas System make a public announcement 21 days before electing a "chief executive officer of any component institution of the System." Last week the board gave such notice concerning the chancellorship of the system. However, in an unusual turn, there was only one finalist: William H. Cunningham, president of the system's Austin campus.

Mr. Cunningham is elected at the regents' meeting scheduled for April 9 in San Antonio, he will become the seventh chancellor in the 109-year history of the University of Texas, and will succeed Hans Mark, who returns to teaching and research September 1.

The third time was the charm for Melvin J. Reynolds. After losing to him in the last two primaries, Mr. Reynolds' incumbent Rep. Gus Savage in the Democratic primary in Illinois last week. Mr. Reynolds, a former Rhodes Scholar, has been a member of the faculty at Roosevelt University, where last year he taught a course called "Politics Inside Chicago."

Pete Chalos, the mayor of Terre Haute, Ind., did not consult Indiana State University before he issued a press release saying the university should consider Norman Schwarzkopf in its search for a new president. The retired general was not among the finalists named last week.

Last week David P. Gardner, who will retire October 1 as president of the University of California, was named to succeed Roger W. Heyns as president of the William and Flora Hewlett Foundation on January 1. Mr. Heyns, a former chancellor of the University of California's Berkeley campus, will continue as a director of the foundation, of which he has been president for 15 years.

As part of a settlement with a black administrator at the University of Minnesota, Dayton's chain of department stores has apologized. Alonzo Newby, minority-affairs coordinator for the College of Biological Sciences, charged that two white security guards had beaten him after falsely accusing him of shoplifting.

In a statement, Dayton's said: "We sincerely regret and apologize that Mr. Alonzo Newby was mistakenly stopped and felt mistreated by our staff. If we have failed to provide a comfortable shopping environment to any member of the community, and specifically the several communities of color, we sincerely apologize."

Mr. Newby said he would donate \$10,000 of the undisclosed cash settlement (reported to be at least \$100,000) to the university for minority scholarships.

John H. Keiser, fired last September as president of Boise State University, is one of the seven finalists to succeed Thomas J. Clifford as president of the University of North Dakota.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



John H. Crabtree
University of California



Mary Beth Almada
University of California
Estonian



Rev. Howard P. Blechman
Catholic University of America



William K. Moran
Lander College



Claire Elough
Bradley University

- **New college and university chief executives:** College of Notre Dame of Maryland, Sister Rosemarie Nassif; Georgia State University, Carl V. Patton; Lander College, William K. Moran; Stanford University, Gerald Casper; University of Central Oklahoma, George Nigh; Wheaton College (Mass.), Dale Rogers Marshall.
- **Other new chief executives:** William and Flora Hewlett Foundation, David P. Gardner; New York Academy of Sciences, Rodney W. Nichols.

Appointments, Resignations

Mary Beth Almada, director of independent study at the University of California, is to be named to the position of vice president for academic affairs at the University of California, San Diego. She will also be named to the position of vice president for academic affairs at the University of California, San Diego. She will also be named to the position of vice president for academic affairs at the University of California, San Diego.

John H. Keiser, fired last September as president of Boise State University, is one of the seven finalists to succeed Thomas J. Clifford as president of the University of North Dakota.

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Universities Hope de Klerk Landslide Will Revive International Contacts

By LINDA VERGNANI

CAPE TOWN The landslide vote last week to continue constitutional negotiations toward a post-apartheid government ended fears here of a renewed academic boycott and opened the way to foreign investment and greater ties with universities overseas.

Robert Charlton, vice-chancellor of the racially open University of the Witwatersrand, said he hoped American universities "would change their stance to disinvestment in view of the outcome of the referendum."

A 'Great Advantage'

Mr. Charlton said he was "absolutely delighted" with the vote. "Our relationships with the world of learning, which have already started to become much freer, will continue to blossom, and this will be to the great advantage of the country and its people," he said.

[Some college officials in the United States said the overwhelming Yes vote proved South Africa was irreversibly headed for a multiracial government. Reinvestment, they said, would bring the economic growth necessary to quash the change. "There is real practical point in maintaining a posture of disin-



Students in Cape Town celebrate after learning that South African whites voted overwhelmingly to support the government's steps to dismantle apartheid and negotiate a new multiracial government.

vestment," said Robert I. Rotberg, president of Lafayette College, which never had a divestment policy. The vote should encourage colleges to "abandon divestment policies as outdated and no longer purposeful," he added.

Others disagreed. They said

American colleges must wait until changes in South Africa are made permanent by law. "Ratification of the constitution will be the moment to start the reversal of divestment policies," said David Adamany, president of Wayne State University.

In his victory speech, Presi-

dent F. W. de Klerk said the referendum was the death knell of apartheid.

At a press conference, Mr. de Klerk was asked whether he had changed his feelings about the possibility of creating a single unified education department before a new constitution was draft-

ed. (There is now a separate department for each racial group.) He replied, as he had done consistently in the past, that such a step required changing the constitution, and he therefore would not take it on his own.

'We Have Already Started'

Mr. de Klerk said his reform program's landslide victory did not give him the authority to "suddenly start doing important things unilaterally which we have already agreed should flow from negotiations." He said, however, that administratively "we have already started to do fundamental reforms" in education.

John Samuel, head of the African National Congress's education department, said he regretted that revamping the organization of the education system should wait for an interim government. However, he said all government education officials could be brought together now under a central authority to talk about such issues as the best use of available resources. That step, he said, could lead to some short-term progress toward solving what he termed "the national education disaster."

Julie Nicklin in Washington contributed to this report.

